DOCUMENT RESUME

ED 253 604 UD 024 042

TITLE	Semester Conversion. 1983 Implementation Guide.
INSTITUTION	Atlanta Public Schools, Ga.
PUB DATE	83
NOTE	120p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Basic Skills; *Curriculum Development; Curriculum Guides; *Educational Change; Elementary School Curriculum; Elementary Secondary Education; Grading; *Graduation Requirements; Kindergarten; *Program Implementation; Public Schools; Quarter System; *Report Cards; Required Courses; School Districts; Secondary School Curriculum; *Semester System; Testing
IDENTIFIERS	*Atlanta Public Schools GA

ABSTRACT

This update is designed to provide information on the conversion in the Atlanta public school system from a quarter to a semester plan. The major tasks, the semester schedule, and the recommended grading system are all outlined. A section on kindergarten provides material on proposed curriculum and support materials, the suggerted weekly block of scheduled instruction time, and the grading and report card systems. For the elementary level (grades 1-5), information is given on the suggested weekly block for instruction, the individual process model of instruction, guidelines for maintenance of progress report cards, and the student progress report. For the middle grades (grades 6-8), details of curriculum updates in language arts, mathematics, science, and social science are given as well as examples of mid-semester and semester progress reports. At the secondary level, guidelines are provided for the following: (1) graduation requirements; (2) courses of study; (3) course requirements and sequence; (4) curriculum standardization; (5) policy and regulations for high school graduation; (6) courses for competency certification in life coping skills; (7) a high school report card; (8) reporting of credits earned; (9) a conversion table for units/hours of credit; (10) procedures for revising course offerings; (11) utilization of guides and textbooks; (12) career/academic advisement; and (13) Georgia Basic Skills Tests. (RDN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED253604

IMPLEMENTATION GUIDE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mae A. Christian

Atlanta Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SEMESTER CONVERSION 1983

UD024042

Division of Instructional Planning and Development

ATLANTA PUBLIC SCHOOLS

1983

ATLANTA BOARD OF EDUCATION

Mr. Richard E. Raymer, President

Rev. Preston W. Williams

Mrs. Carolyn Crowder

Mr. Joseph G. Martin

Dr. D. F. Glover

Mr. Robert Waymer

Mrs. June Cofer

Mrs. Ina Evans

Mrs. Carolyn Yancey

Dr. Alonzo A. Crim
Superintendent

Dr. Sidney H. Estes
Assistant Superintendent
Division of Instructional
Planning and Development

Dr. Mae A. Christian
Director
Department of
General Education

Dr. Chuck Fuller
Director
Department of
Educational Development
and Standards

TABLE OF CONTENTS

FOREWORD

ACKNOWLEDGMENTS

Semester Conversion Committees v

Schedule of Major Tasks vi

Announcement of Conversion to the Semester System vii

Semester Annual School Year Plan -- Policy 2

Semester Schedule/Reporting Periods 4

Deficiency Notice 5

Grading Student Performance 6

Language Arts Standardization and Grading System -- Ninth Grade . . 7

Semester Conversion In-Service 8

KINDERGARTEN

Kindergarten Curriculum and Support Materials 11

Suggested Weekly Block--Scheduled Instruction Time 12

Kindergarten Grading System and Report Card 14

ELEMENTARY

Suggested Weekly Block of Time for Instruction 19

Individual Process Model of Instruction 20

Guidelines for Maintenance of Progress Report Card 23

Student Progress Report -- Grades 1-5 25

MIDDLE GRADES

Curriculum Updates

Language Arts 28

Mathematics 29

Science 30

Social Science 32

Middle Grades Progress Report Cards 33

Mid-Semester Progress Report 34

Semester Progress Report 36

SECONDARY

Guide to Graduation Requirements 39

Courses of Study 40

Course Requirements and Sequence 41

Curriculum Standardization 55

High School Graduation Requirements

Policy 59

Regulations 60

Life Coping Skills 74

Courses for Competency Certification 75

High School Report Card 78

Reporting Credits Earned 79

Conversion Table for Units/Hours Credit 80

Procedures for Revising Course Offerings 81

Utilization of Guides and Textbooks -- Policy (Proposed) 83

Career/Academic Advisement 85

Georgia Basic Skills Tests: Information for Students 90

FOREWORD

Beginning with the School Year 1983-84, the Atlanta Public School System will change from a quarter to a semester plan. The Division of Instructional Planning and Development is working to provide a systematic and cohesive process for this conversion to the semester system.

We wish to express abundant thanks and appreciation to all area and school staffs who are serving on various committees. It is important that our efforts are unified as we continuously plan the best possible learning environment for our students.

This update is designed to provide you with the most current information on the semester conversion. As committees continue to plan more specific details, this information will be disseminated.

Dr. Sidney H. Estes
Assistant Superintendent
Division of Instructional
Planning and Development

ACKNOWLEDGMENTS

The Division of Instructional Planning and Development wishes to express sincere appreciation for the contributions of the following committees in the planning and development of the semester conversion plan and in the preparation of this publication.

SEMESTER CONVERSION PLANNING COMMITTEES

STEERING COMMITTEE

Co-chairpersons

Mae A. Christian, Director
Department of General Education

Chuck Fuller, Director
Department of Educational Development & Standards

Mary J. Bailey
Willie Foster
Charles Hacker
Helen Jackson
Regina Johnson
Patricia Summers
Robert Waggoner
Helen Warden

SUBCOMMITTEES

MASS COMMUNICATION

Helen Jackson, Chairperson
Chuck Fuller
Regina Johnson
Peggy Mapp
David Walker
Bennie Sherwood
Jane Foley
Mary Armstrong

SEMESTER CONVERSION DOCUMENTS

Mary Bailey, Chairperson
Peggy Mapp
Mary Newby
Ethelyn Stephens
Earlene Wood

IN-SERVICE

Charles Hacker, Chairperson
Eugene Bales
Florence Bell
John Evans
Helen Jackson
Wilbur Leaphart
Hugh Moss
Mary Newby
Carolyn Payne
Doll Shirley

Special thanks are due the following persons:

Mrs. Susan Dudley, Secretary
Mrs. Gail Jordan, Secretary
Mrs. Gaye Harris, Secretary

Mr. George Puckett, Artist

Grateful acknowledgment is offered to members of other committees for their contributions.

RECORD REVISION

Roberta Allen	Parent	
Tom Dedecker	Applications Analyst	Computer Center
Jane Hinton	Registrar	Murphy
Beverly Johnson	Resource Teacher	Area III
Jerome Johnson	Record Clerk	ISC
Bettye McClendon	Resource Teacher	Area I
Grace Randall	Counselor	Harper
Reba Treon	Registrar	Therrell
Helen Warden	Child Serve Specialist	ISC

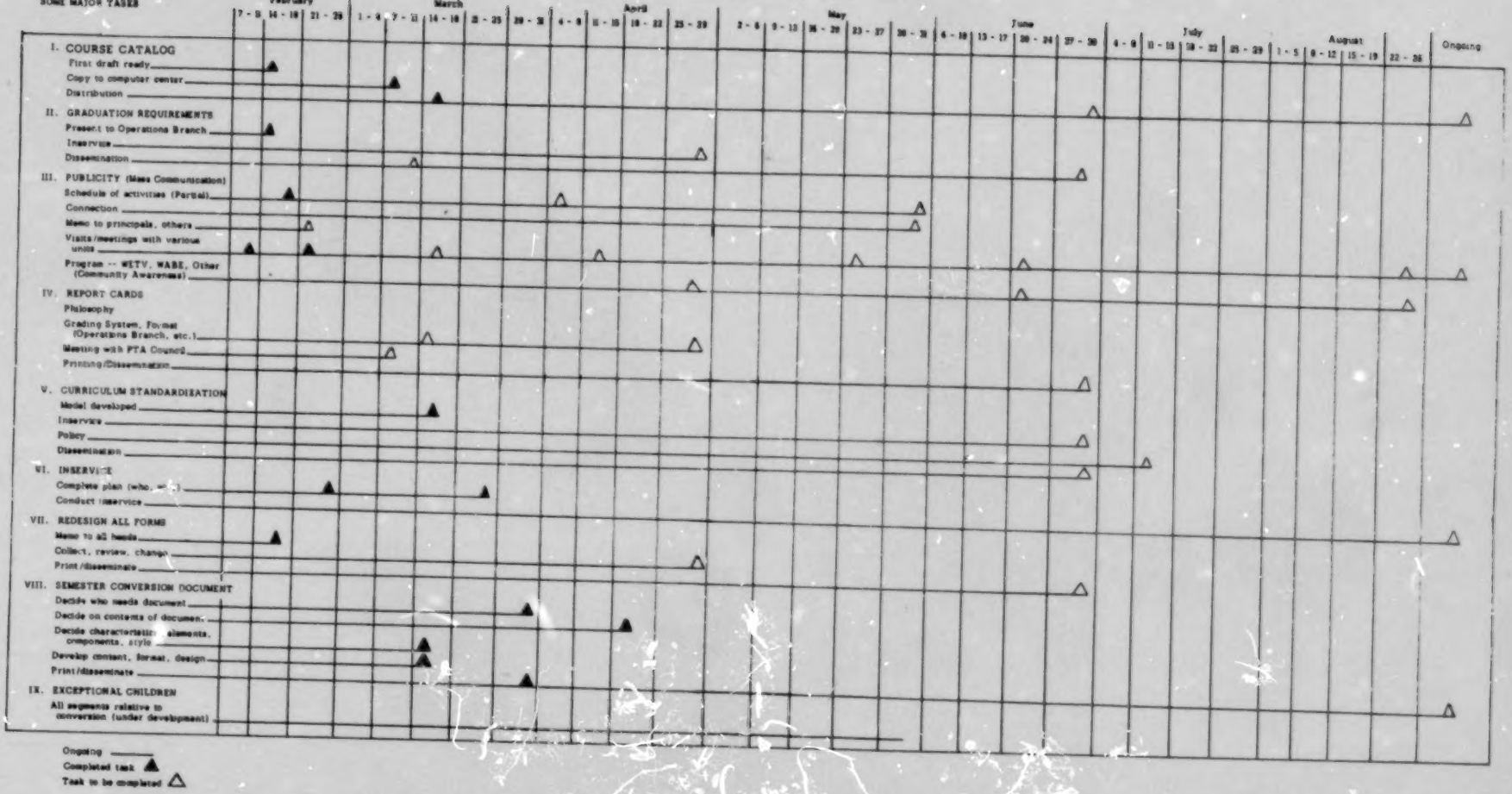
GRADUATION REQUIREMENTS

Dorothy Brazeal	Counselor	Sylvan
Roy Hadley	Principal	Turner
Charles Hawk	Principal	Smith
Ocie Irons	Principal	Harper
Josephy Leonard	Principal	Therrell
Carolyn Payne	Registrar	Grady
Grace Randall	Counselor	Harper
William Russell	Principal	Murphy
Earline Wood	Resource Teacher	Area I

AD HOC COMMITTEE MEMBERS

Dorothy Brazeal	Counselor	Sylvan
Dr. Lee Friedman	Asst. Principal	Washington
Dr. Rosa Hadley	Asst. Principal	Northside
Lucile McIver	Registrar	Douglass
Carolyn Payne	Registrar	Grady
Allene Reed	Registrar	Washington
Doris Stroud	Counselor	George
Billy R. Mears	Counselor	Fulton

DIVISION OF INSTRUCTIONAL PLANNING AND DEVELOPMENT
SEMESTER CONVERSION - TENTATIVE SCHEDULE OF MAJOR TASKS



BEST COPY

ATLANTA PUBLIC SCHOOLS
DIVISION OF INSTRUCTIONAL PLANNING & DEVELOPMENT
GENERAL EDUCATION

February 10, 1983

M E M O R A N D U M

TO: Principals

FROM: Mass Communication Committee Helen Jackson

RE: Semester Conversion

The Atlanta Public School System will change from the quarter to the semester system beginning first quarter of the 1983-84 school year. The conversion from the quarter to the semester system was approved by the Atlanta Board of Education on December 13, 1982.

The Division of Instructional Planning & Development, together with area and school staff, has formed committees and is working to complete the necessary planning and development phases of the conversion process. You will be receiving more specific details as the planning and development progresses.

Presently, committee work is focusing on the following components of the quarter to the semester plan:

1. Course Catalogue
2. Graduation Requirements
3. Publicity (Mass Communication)
4. Report Card(s) Design (K-12)
5. Curriculum Standardization
6. In-service
7. Redesign Forms (all related to DIPD)
8. Semester Conversion Document
9. Exceptional Children

If you have additional suggestions, please call or send your suggestions to Dr. Mae A. Christian, ISC.

HBJ:gh

Approved:

Mae A. Christian
Mae A. Christian, Director
Department of General Education

Sidney H. Estes
Sidney H. Estes, Asst. Superintendent
Instructional Planning & Development

J. Y. Moreland
J. Y. Moreland, Assoc. Superintendent
Educational Operations

ANNOUNCEMENTS

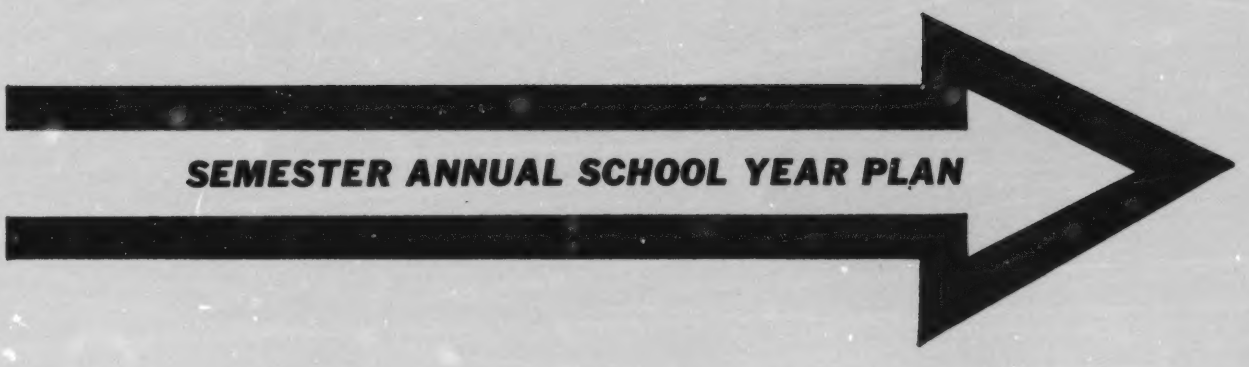
OFFICE OF THE SUPERINTENDENT

Conversion to the Semester System

On December 13, 1982, the Atlanta Board of Education approved moving from the three-quarter plan to the semester plan starting with the 1983-84 term. Dividing the school year into halves will yield more time to meet state requirements for high school competency-based education; more learning time for students in class(es); more time for teachers and students to develop better working relationships.

All schools, especially middle and high schools, are urged to have discussions about semester conversion with parents and students in their May PTA meetings. Among the things students and parents need to be aware of when the change comes are: graduation requirements, report card changes, and curriculum standardization.

Two orientation sessions on conversion were held April 18 and 21, for the superintendent's cabinet, principals, and other central and area personnel. Additional information can be obtained from Dr. Mae Christian and Mrs. Patricia Summers at 761-5411.


SEMESTER ANNUAL SCHOOL YEAR PLAN

ATLANTA PUBLIC SCHOOLS

REPORT NO. 82/83-20006

VII. December 13, 1982

THE SUPERINTENDENT

RECOMMENDS that the policy on "Semester Annual School Year Plan" (IED), shown on the following page, be presented for approval.

REASON for ongoing review, revision and update of Board policies.

COST none.

Prepared by:

Mae A. Christian
Administrative Coordinator
Instructional Planning
and Development

Approved by:

Sidney H. Estes
Assistant Superintendent
Instructional Planning
and Development

J. Y. Moreland
Associate Superintendent
Educational Operations

Respectfully submitted,

Alonzo A. Crim
Superintendent

Descriptor Term:	Descriptor Code:	Issued Date
ANNUAL SCHOOL YEAR ORGANIZATIONAL PLAN	IED	12-13-82
	Rescind:	Issued:

In a continuing effort to provide for students the best possible teaching, learning, and self-enhancing environment, to ensure cost effectiveness and increased efficiency of scheduling and programming, the Atlanta Public School System will follow a semester annual school year plan, beginning with the school year 1983-84.

SEMESTER CONVERSION

DATES TO REMEMBER

Semester Schedule

August 29	First Semester Begins
January 25	First Semester Ends
January 30	Second Semester Begins
June 8	Second Semester Ends

Reporting Periods

October 3	Deficiency notice for first reporting period
November 1	End of first reporting period
December 12	Deficiency notice for second reporting period
January 25	End of second reporting period (first semester)
February 27	Deficiency notice for third reporting period
March 27	End of third reporting period
May 7	Deficiency notice for fourth reporting period
June 8	End of fourth reporting period (second semester)

Each semester is 18 weeks long. Each reporting period is nine (9) weeks long. Deficiency notices are due at the mid-point of each reporting period. A deficiency notice must be sent to parents at the designated times if the student's grade is below a "C." This procedure will apply to students in grades 1-12.

ATLANTA PUBLIC SCHOOLS

Deficiency Notice to Parents

This notice is to inform you that the work of _____

is unsatisfactory in _____.

This deficiency is due mainly to the reasons checked below:

_____ Absences

_____ Lack of attention in class

_____ Failure to complete daily homework assignments

_____ Failure on daily work

_____ Failure on tests

_____ Missing assignments/tests

Other: _____

_____

Comments: _____

_____

_____

Date _____ _____ Teacher

Please keep the white copy. Sign and return the *yellow* copy to your child's teacher.

Parent's signature _____

Student's signature _____

DISTRIBUTION:

White - Parent/Guardian copy
Yellow - Teacher copy
Pink - Principal copy
Goldenrod - File

Stock No. 67054

BEST COPY

ATLANTA PUBLIC SCHOOLS

DIVISION OF INSTRUCTIONAL PLANNING AND DEVELOPMENT

GRADING STUDENT PERFORMANCE

The objectives stated in the kindergarten, elementary, middle grade and high school curriculum guides provide a basis for teacher judgment concerning expectations of student performance in the content area. Individual students will perform at many different levels, and not all students will perform all the objectives at a satisfactory level. The degree to which these objectives are performed, and the number of objectives performed satisfactorily will provide a basis for grading the students' performance. These objectives therefore should not be considered minimum standards for grading, but rather the goals for instruction at a particular grade level.

Under the semester system, kindergarten, elementary, middle grade and high school students will receive report cards at the middle and end of each semester. The report card shall be signed by the parent and returned to school as means of reporting student progress, conduct and work habits.

DESCRIPTION OF REPORT CARD MARKS

	MARK	CRITERIA	PERCENTAGE
A	Excellent	1. Masters all assigned work 2. Completes work on time 3. Makes a real contribution to class discussion 4. Does all written work neatly 5. Works with vigor and enthusiasm 6. Evaluates and improves his own efforts 7. Willing to do more than the assigned work 8. Works independently of teacher and fellow students 9. Applies principles to daily experiences	90–100
B	Above Average, good consistent effort	1. Masters a major portion of assigned work 2. Completes work on time 3. Does all written work neatly 4. Makes a good response in class 5. Shows a decided interest in work 6. Tries to evaluate and improve own efforts 7. Willing to do more than assigned work 8. Shows evidence of ability to apply principles 9. Works with little assistance from others	80–89
C	Average Achievement	1. Completes work on time 2. Does all written work assigned 3. Makes an average response in class 4. Shows some interest in work 5. Evaluates and improves work under direction 6. Makes an honest effort to do work	70–79
D	Below Average Achievement	1. Completes minimum assignments 2. Completes work in reasonable time 3. Does most written work 4. Responds poorly in class 5. Makes some effort to do work	60–69
F	Failure, lack of comprehension	1. Indicates work inferior to accepted standard for passing. This may be due to indifference, irregular attendance, or incomplete work.	59 and below
NE	No Evaluation at this time	1. Insufficient time for evaluation due to late entry into class or inappropriateness of subject for maturity level.	

STANDARDIZATION AND GRADING SYSTEM

Recommended Grading System for

Ninth Grade -- 1983-84

Grade		Quality Points	Grade Points	Interpretation
A	=	90-100	(4)	Student masters at no less than a 90% level the skills and objectives taught
B	=	80-89	(3)	Student masters at no less than an 80% level the skills and objectives taught
C	=	70-79	(2)	Student masters at no less than 70% level the skills and objectives taught
MS (Mastery)	=	None	(1)	Student masters minimum skills identified for the course of study at a designated criterion level
NM (Non-Mastery)	=	None	(0)	Student has not mastered minimum competencies

DIVISION OF INSTRUCTIONAL PLANNING AND DEVELOPMENT

SEMESTER CONVERSION IN-SERVICE

April 18, 1983

1:00-4:30

A G E N D A

1:00	Welcome	Mr. J. Y. Moreland
1:10	Overview	Dr. Sidney H. Estes
1:20	Panel Presentation: What You Always Wanted to Know About Semester Conversion	Ms. Patricia C. Summers Facilitator
		Presenters:
	Graduation requirements: policy and regulations	Ms. Patricia C. Summers
	Course offerings, requirements, sequences, suggested grade levels for courses	
	Reporting periods and grading systems	
	Conversion of course credits from quarter to semester	Ms. Carolyn Payne
	Requirements for movement from grade to grade	
	Scheduling	Mr. Thomas Dedecker Mr. J. Lawrence Thompson Mr. Richard Walker
		Resources to Panel:
		Ms. Earline Wood Mr. William Russell Ms. Reba Treon
2:10	Questions and Answers	Dr. Mae Christian Moderator
2:45	Did you get the facts?	Ms. Patricia C. Summers
3:15	Break	
3:30	Language Arts Standardization	Ms. Regina Johnson
4:00	Semester In-service Schedule	Mr. Charles Hacker
4:15	Wrap-Up	Dr. Sidney H. Estes

SEMESTER CONVERSION

DATES TO REMEMBER

In-service Dates

April 21, 1983

8:30 - 12:00

Counselors, Registrars
Community Service Representatives
Alternative School Representatives
Curriculum Coordinators

May 3, 1983

8:30 - 12:00; 1:00 - 3:30*

Department Chairpersons
Resource Teachers
Research Assistants
Reading Center Staff

*The afternoon time period is available for subject area coordinators to meet with department chairpersons, if needed.

Reporting Periods

October 3 -- Deficiency notice for first reporting period
November 1 -- End of first reporting period
December 12 -- Deficiency notice for second reporting period
January 25 -- End of second reporting period (first semester)
February 27 -- Deficiency notice for third reporting period
March 27 -- End of third reporting period
May 7 -- Deficiency notice for fourth reporting period
June 8 -- End of fourth reporting period (second semester)

Semester Schedule

August 29 -- First semester begins
January 25 -- First semester ends
January 26 -- Second semester begins
June 8 -- Second semester ends

Each semester is 18 weeks long. Each reporting period is 9 weeks long. Deficiency notices are due at the mid-point of each reporting period.

KINDERGARTEN

DIVISION OF INSTRUCTIONAL PLANNING AND DEVELOPMENT

DEPARTMENT OF GENERAL EDUCATION

KINDERGARTEN CURRICULUM AND SUPPORT MATERIALS

Program

For the present time, the curriculum for kindergarten children in the Atlanta school system is based upon the program developed for Georgia's public schools. The utilization of this program should be accompanied by the experiences contained in the Individualized Learning Program, Elementary Curriculum, Primary Level.

The components of the Georgia program include specific sequences for environment, affective, physical, intellectual, parental involvement and assessing child growth. The Elementary Curriculum Program elements are also expansive and share characteristics of children ages five to thirteen years. Contents address personal and social literacy, intellectual literacy, aesthetic literacy, and career literacy as well as major categories in the affective and cognitive domains.

Support Materials

Preparation of the young child for successful passage into the world of formal learning is strongly contingent upon competent teachers and required materials.

Each kindergarten classroom teacher should have available to him or her the following materials:

General Curriculum Guides

Kindergarten in Georgia
Personalizing Education for Children K-4
Individualized Learning Program--Primary Level

Reading Texts and Support Materials:

The Test for Ready Steps and/or answer sheets for each class
Ready Steps Kit for each teacher
Replacement items for existing Ready Steps Kits

Getting Ready to Read Survey Tests
Getting Ready to Read student books
Getting Ready to Read Big Books I and II

Mathematics Texts and Support Materials:

Houghton-Mifflin Math (1983) student books and teacher's guide
Houghton-Mifflin Math Kit for each teacher

DIVISION OF INSTRUCTIONAL PLANNING AND DEVELOPMENT
DEPARTMENT OF GENERAL EDUCATION
SUGGESTED WEEKLY BLOCK--SCHEDULED INSTRUCTION TIME
FULL DAY KINDERGARTEN

PERS./SOC. DEV.	HEALTH/PE	ART VISUAL/COMMU.	MUSIC/DRAMA	READING READINESS	MATHEMATICS	CRITICAL THINK/ LANG. ARTS	HANDWRITING	SCIENCE	SOCIAL SCIENCE
*5 hours (or 300 min.) weekly 1 hour daily	2½ hours (150 min.) weekly 30 min. daily	2½ hours (150 min.) weekly 30 min. daily	1 hr., 15 minutes (75 min.) weekly 15 min. daily	3 hrs.,45 minutes (225 min.) weekly 45 min. daily	3 hrs.,45 minutes (225 min.) weekly 45 min. daily	1 hr., 15 minutes (75 min.) weekly 15 min. daily	2 hrs.,30 minutes (150 min.) weekly 30 min. daily	1 hr., 15 minutes (75 min.) weekly 15 min. daily	1 hr., 15 minutes (75 min.) weekly 15 min. daily
includes – greetings, opening activities, shared time, outdoor activities, lunch, cleanup-time, snack time, trips, etc. *minimum specific attention given to personal/ social development – also includes work habits, other activities Many of these will be integrated with other curriculum areas. . .	includes – basic movement skills of balancing, walking running, jumping, hopping, galloping, skipping, climbing, lifting, pulling pushing, kicking, throwing and catching; striking, marching, riding wheel toys and building with large blocks	includes – -using art media (paints, soap, collage items, etc.) -listening to poetry, stories, sound discrimination -speaking, -reciting, -describing feelings, -dancing, -expressing self freely -cutting, pasting, coloring, modeling with clay, dough, etc.	includes – -marching to music, -singing, listening/clapping to music, -using rhythm instruments, playing simple beats, -identifying notes, -learning to sing on pitch, creating songs, role playing, acting out parts in stories, learning simple dramatic roles, expressing ideas, using props and costumes, planning sequence of actions, impursonations, building vocabulary of simple music and drama terms	includes – -prereading performance objectives (READY STEPS) -teacher directed instruction -learning centers, oral discussion, vocabulary building -reading to children -auditory and visual discrimination -analyzing, -recognizing alphabets, words, phrases -naming common nouns -matching shapes, upper, lower case letters -responding to skills in GETTING READY TO READ	includes – -mathematics objectives -mathematics text -building with blocks -one-to-one correspondence -division of materials into sets -measurement -space -conservation -relativity -seriation -writing numerals -geometry -money-solving simple problems -rote counting -moving in space, etc.	includes – -making judgments -making predictions -drawing conclusions -sharing ideas -solving simple problems -showing interest in books, pictures -recalling simple details -asking others for opinions -describing own feelings -asking logical questions -using left-to-right, top-to bottom concepts, comparing likenesses, differences -doing simple research (picture collecting, finding specific objects, etc.)	includes – -using many fine motor exercises -understanding left-to-right progression -dictating stories -using large crayons and pencils to formulate letters -exercising fingers -using large pencils to print or "pretend to print" names when ready -tracing sandpaper letters with fingers -forming letters in "air writing exercises" -reproducing letters from memory when ready	includes – -observing variety of concrete objects -using observations to solve problems, draw -making judgments -expressing likenesses, differences -classifying objects -participating in simple science experiments -building habitats for animals, plants -observing likenesses, differences in variety of solutions -grouping, separating -simple reporting -observing, discussing variety of technological products	includes – -cooperating in group situations -receiving exposure to variety of community workers -taking trips and describing related events -describing family customs, own neighborhood -receiving exposure to other cultures -meeting, talking to variety of community persons -participating in group projects -viewing films, etc., about other cultures, ethnic groups

BEST COPY

DIVISION OF INSTRUCTIONAL PLANNING AND DEVELOPMENT
DEPARTMENT OF GENERAL EDUCATION

SUGGESTED WEEKLY BLOCK--SCHEDULED INSTRUCTION TIME

FULL DAY KINDERGARTEN

LANGUAGE ARTS	MATHEMATICS	SOCIAL SCIENCE PERS./SOC. DEV.	SCIENCE	HEALTH/P.E.	*MUSIC/DRAMA	ART
Critical Thinking Reading Readiness Handwriting	Number and Numeration Measurement Geometry Money Time	Cooperative Group Living Cultural Differences and Heritage Physical Environment	Observation Classification Predicting Reporting	Gross Motor Fine Motor Safety Rules Health Habits	Singing Playing Instruments Movement Dramatic Play *Integrated with other curriculum areas...	Visual/ Communicative
7½ hours (450 mins.) weekly 1½ hours daily	3 hrs., 45 mins. (225 mins.) weekly 45 mins. daily	6 hrs., 15 mins. (375 minutes) weekly 1 hr., 15 mins.	1 hr., 15 minutes (75 mins.) weekly 15 mins. daily	2½ hours (150 mins.) weekly 30 mins. daily	1 hour, 15 mins. (75 mins.) weekly 15 minutes daily *additional 15 minutes daily	2½ hours (150 mins.) weekly 30 mins. daily

Examples of specific activities for each category are listed on the reverse side.

KINDERGARTEN GRADING SYSTEM AND REPORT CARD

Grading System

Early childhood education is one of the most critical determiners of future success or failure and of the well-ordered exit of children who enter the educational mainstream. To become a confident, positive, and self-initiating learner, the young child needs to enter into a supportive, humane, sensitive environment. He or she needs time, and numerous experiences which will foster growth and understanding of the realistic consequences of exploring, working and learning, without the immediate pressures of competition. Effective teaching will help the young child to begin to evolve and evaluate competitive behaviors and accomplishments. It is believed that the proposed grading system will support this developmental philosophy.

The kindergarten grading system will be:

E -- Excellent ... Student is achieving above expectations and requirements for kindergarten level.

S -- Satisfactory ... Student is achieving according to expectations and requirements for kindergarten level.

I -- Improving ... Student is performing below level, but is making progress toward achieving expectations and requirements for kindergarten level.

NE -- Not Evaluated ... Student not evaluated at this time; insufficient time for evaluation; teacher preparing child for evaluation.

P -- Problems ... Student is experiencing some problems; conference is requested.

Report Card

The kindergarten report card has been through numerous evolutions and will continue to evolve. The current design is based upon the concepts of:

- providing as completely as possible a profile of the young child's total performance during the formative years;
- developmental growth and learning principles--inclusive of critical thinking;
- ease of teacher responsiveness to assessing the total child.

The suggested process for maintenance and distribution:

1. Each card will be a three-page NCR form. The first page of the form will contain the mid-semester grade and will be sent home at mid-semester. The second page will contain the end of semester grade and will be sent home at end of semester; and the third page will remain in the student's permanent record folder and will reflect both mid-semester and end of semester grades.

2. This process will be repeated both first and second semesters.

3. The report card will be computer generated and will contain the student's name, I.D. number, school, and principal.

4. The student's classroom teacher will write in his or her name, post attendance, post grades and attach the student's prereading and mathematics objectives report.

5. Parents will be requested to return the lower portion of the report card for each reporting period.

6. Reporting Periods:

   October 3 -- Deficiency notice for first reporting period

   November 1 -- End of first reporting period

   December 12 -- Deficiency notice for second reporting period

   January 25 -- End of second reporting period (first semester)

   February 27 -- Deficiency notice for third reporting period

   March 27 -- End of third reporting period

   May 7 -- Deficiency notice for fourth reporting period

   June 8 -- End of fourth reporting period (second semester)

ATLANTA PUBLIC SCHOOLS

ATLANTA, GEORGIA
KINDERGARTEN PROGRESS REPORT

Semester ___, 19__ 19__

Name: ID:

School: Principal:

Teacher:

Explanation of Codes:

E - Excellent I - Improving P - Problems

S - Satisfactory NE - Not Evaluated

	Mid. Sem.	End Sem.
PERSONAL/SOCIAL DEVELOPMENT		
Works/plays well in a group		
Respects rights of others		
Shares with others and takes turns		
WORK HABITS		
Follows directions		
Begins and completes work on time		
Takes care of materials and equipment		
Accepts responsibility		
HEALTH AND PHYSICAL EDUCATION		
Observes safety rules		
Practices health habits		
Performs activities involving large muscles (running, jumping, skipping, etc.)		
Performs activities involving fine muscles (cutting, writing, sorting small objects, etc.)		
ART		
Uses variety of art materials		
Expresses self freely		
MUSIC/DRAMA		
Participates in singing and rhythm activities		
Dramatizes actions in stories and nursery rhymes		
ATTENDANCE:		
Days Present		
Days Absent		
Times Tardy		

	Mid. Sem.	End Sem.
READING READINESS		
MATHEMATICS		
CRITICAL THINKING/LANGUAGE DEVELOPMENT		
Recalls details after a learning experience		
Solves simple problems		
Puts together ideas, experiences		
Makes judgements, simple predictions		
Begins to recognize and understand sequences		
Expresses ideas and raises questions		
Shows interest in books		
HANDWRITING		
Prints letters, words and own name using capital and small letters		
Writes the numerals, 0-9		
SCIENCE		
Observes and talks about observations		
Takes part in science activities		
SOCIAL SCIENCE		
Identifies community workers (police officer, fire fighters, etc.)		
Describes events and customs special to own/ other families		
Describes own neighborhood		

End of Year:

___Promote to first

___Needs further development in kindergarten

Key Kindergarten Prereading and Mathematics Objectives' Parent Report Attached

Cut carefully along dotted line. (To be returned to teacher)

PARENT PLEASE COMMENT ON BACK

Conference requested by teacher ( )

Conference requested by parent ( )

I have seen and reviewed the progress report for my child.

Student's Name _____

Parent's Signature _____

Date _____

BEST COPY

E - Excellent ... Student is achieving above expectations and requirements for kindergarten level.

S - Satisfactory ... Student is achieving according to expectations and requirements for kindergarten level.

I - Improving ... Student is performing below level, but is making progress toward achieving expectations and requirements for kindergarten level.

NE - Not Evaluated ... Student not evaluated at this time; insufficient time for evaluation; teacher preparing child for evaluation.

P - Problems ... Student is experiencing some problems; conference is requested.

SUPERINTENDENT'S MESSAGE

Dear Parents:

The Atlanta Public School System is dedicated to the task of assisting each pupil to achieve maximum growth as measured by our educational goals. This objective can be best accomplished if the home and the school maintain a close relationship in seeking effective ways of meeting the needs of individual children.

This report of your child's progress comes to you four times each year. You are invited to examine it carefully each time it is presented. It is hoped you will request a conference with your child's principal and teacher if a more detailed review of his development is desired. Your help and encouragement will be most valuable to your child and the school.

Sincerely,

Alonzo A. Crim

BEST COPY

ELEMENTARY

SUGGESTED WEEKLY BLOCK OF TIME FOR INSTRUCTION

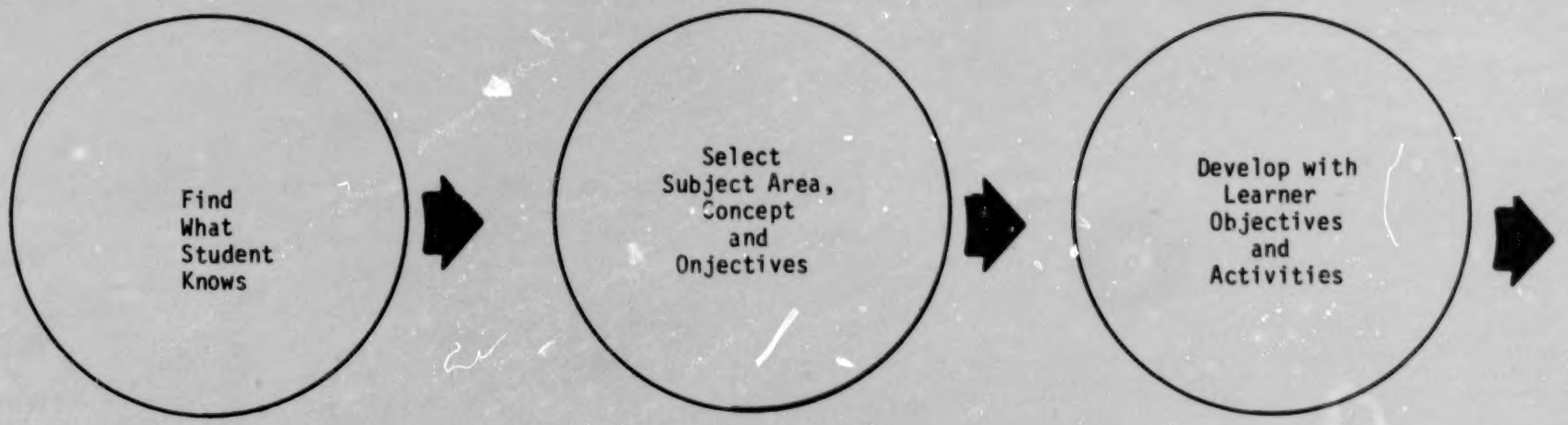
GRADES 1-5

(30 hour week exclusive of 30 minute lunch period; 1800 minutes)

	LANGUAGE ARTS	MATH	SOC.SCI.	SCIENCE	P.E.	HEALTH	MUSIC	ART
Time allotted in each subject area is for instruction and practice of learned skills	Reading Composition Oral Lang. Spelling Handwriting							
GRADES 1 - 3	10 hours (600 mins.) (weekly) 2 hours daily	5 hours (300 mins.) (weekly) 1 hour daily	2 hours 30 minutes (150 mins.) (weekly) 30 minutes daily	2 hours 30 minutes (150 mins.) (weekly) 30 minutes daily	2 hours 30 minutes (150 mins.) (weekly) 30 minutes daily	2 hours 30 minutes (150 mins.) (weekly) 30 minutes daily	2 hours 30 minutes (150 mins.) (weekly) 30 minutes daily	2 hours 30 minutes (150 mins.) (weekly) 30 minutes daily
GRADES 4 - 5	9 hours 30 minutes (570 mins.) (weekly) 1 hour 54 minutes daily	5 hours (300 mins.) (weekly) 1 hour daily	2 hours 45 minutes (165 mins.) (weekly) 33 minutes daily	2 hours 45 minutes (165 mins.) (weekly) 33 minutes daily	2 hours 30 minutes (150 mins.) (weekly) 30 minutes daily	2 hours 30 minutes (150 mins.) (weekly) 30 minutes daily	2 hours 30 minutes (150 mins.) (weekly) 30 minutes daily	2 hours 30 minutes (150 mins.) (weekly) 30 minutes daily

BEST COPY

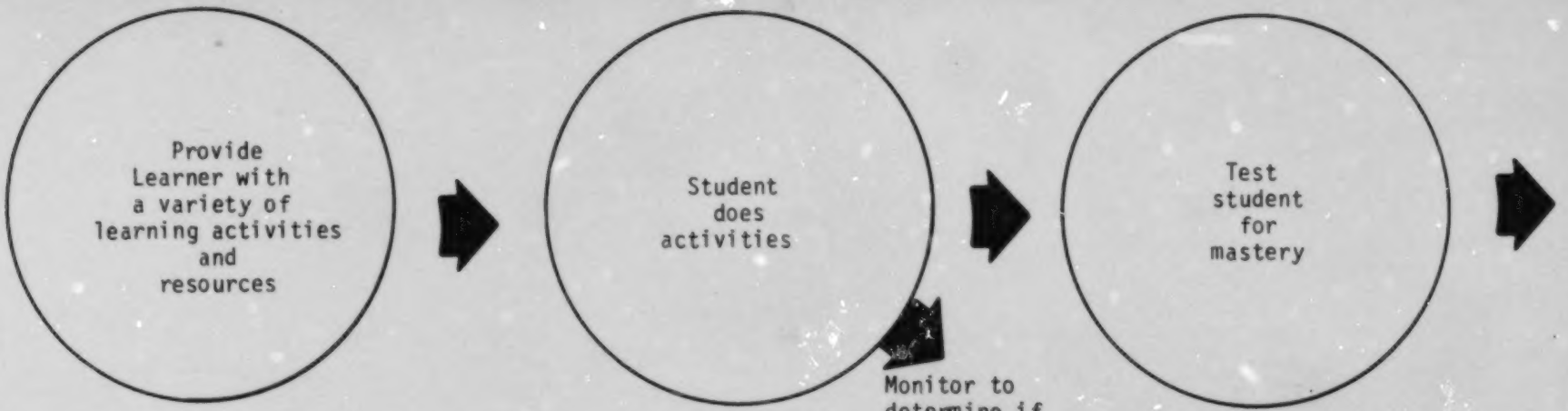
INDIVIDUAL PROCESS MODEL OF INSTRUCTION



1. California Achievement Test (CAT)
2. Placement Test
3. Informal Inventories
4. Teacher Observation
5. Teacher-Made Test
6. Basal Tests
7. Minimum Skills Test
8. Criterion Reference Test (GCRT)
9. P.R.I. Teacher Resource File

1. Language Arts
2. Math Curriculum
3. Social Studies Curriculum
4. Science Curriculum
5. Music
6. Art
7. Physical Education
8. Career Education/Awareness School Curriculum
9. Health

1. Select from sequence of skills: ECD Checklist/Guide
2. Select skills from GCRT, CAT Test Data, Basal Test
3. Select from skills taught in any subject area

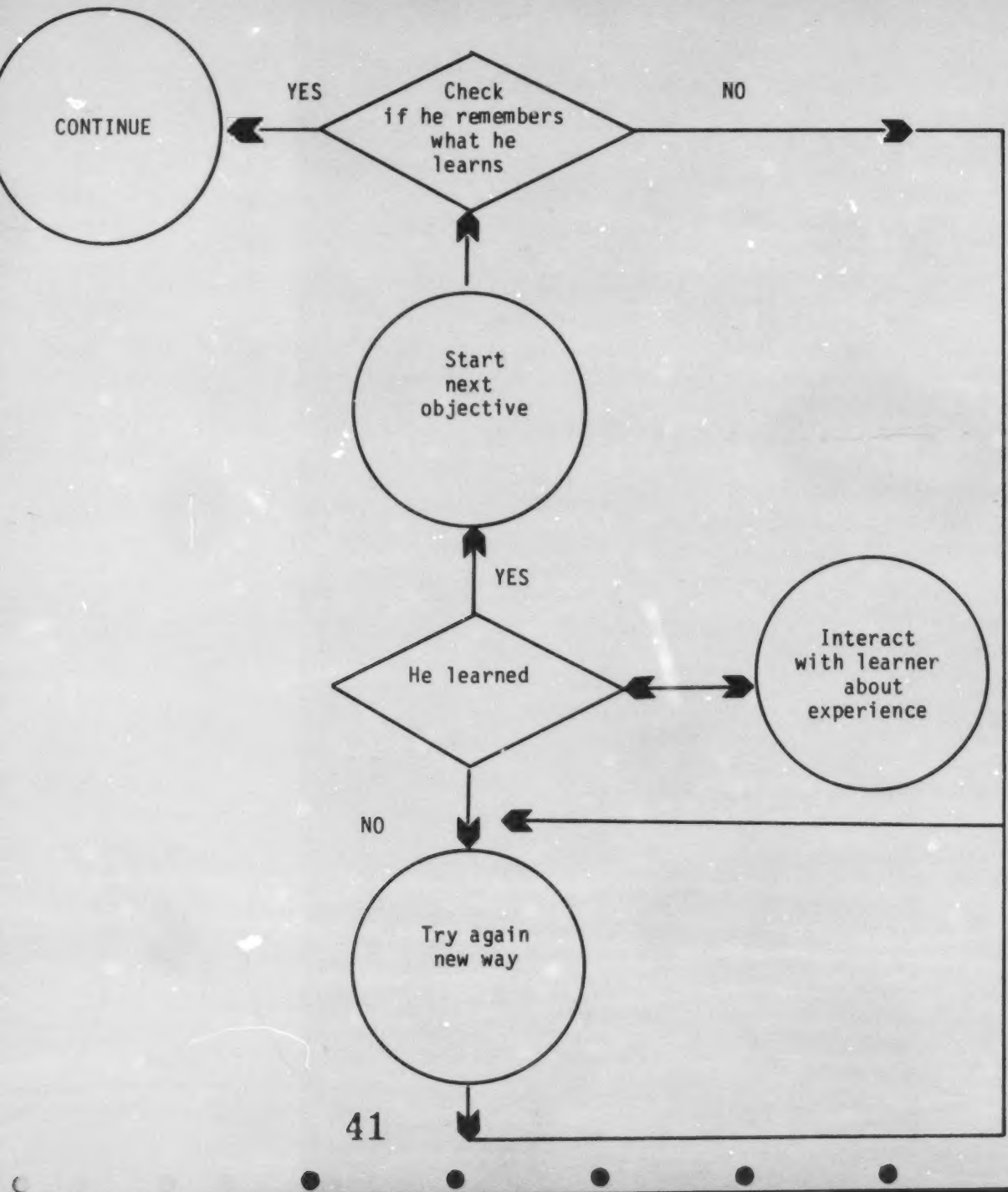

Provide Learner with a variety of learning activities and resources
Student does activities
Test student for mastery
Monitor to determine if learning route is appropriate for students.

1. Directed Teacher Instruction
2. Textbooks
3. Library
4. Films and filmstrips
5. Recordings
6. Cassettes
7. Games and puzzles
8. Task Cards
9. Peer Tutoring
10. Learning Centers/Interest
11. Unit Teaching
12. Commercial Skill Kits
13. PRI Teacher Resource Files

1. Large groups
2. Small groups
3. Individual Teacher Guidance; pupils as actual participants
4. Independent Activities
   a. Learning Centers
   b. Contracts
   c. Independent Study
5. Field Trips
6. TV Programs (WETV)
7. Computers
8. Radio
9. Calculators
10. Coaching

Evaluation --

1. Post Tests
2. Teacher-made Tests
3. Teacher Observation
4. Conference
5. Criterion Referenced Tests
6. Basal Tests
7. Minimum Skills Test
8. Pacing


CONTINUE
YES
Check if he remembers what he learns
NO
Start next objective
YES
He learned
Interact with learner about experience
NO
Try again new way

ATLANTA PUBLIC SCHOOLS

DIVISION OF INSTRUCTIONAL PLANNING AND DEVELOPMENT

GENERAL EDUCATION

ELEMENTARY CURRICULUM PROGRAM
GUIDELINES FOR MAINTENANCE OF PROGRESS REPORT CARD

The Progress Report is the mid-semester and end-of-semester evaluation for each student in Grades 1-5 enrolled in the instructional program in all elementary schools.

The following guidelines are main points relative to the maintenance of the Progress Report Card.

1. The student information at the top is computer generated, except for the teacher's name.

2. Attendance is filled out by the teacher.

3. Reading Basal Level is filled out by the teacher.

4. Mathematics Basal Level is filled out by the teacher.

5. Classroom Performance is filled out by the teacher.

6. Promoted, Retained, Administratively Placed is filled out by the teacher.

7. The bottom portion of each mid-semester and end-of-semester report is to be signed by the parent, cut off and returned to the teacher. This is all that is to be returned to the teacher. The report is for the parent to have a record of their child's progress.

8. The bottom sheet is the record for the permanent record card.

9. Report Card grades are the same on all cards, Grades 1-5.

   (1) A - Excellent
   (2) B - Above Average, good consistent effort
   (3) C - Average Achievement
   (4) D - Below Average Achievement
   (5) F - Failure, lack of comprehension
   (6) NE - No Evaluation at this time
   (7) Conduct "x" indicates need for improvement
   (8) Work Habits "x" indicates need for improvement

10. (a) Reporting Periods

October 3 -- Deficiency notice for first reporting period
November 1 -- End of first reporting period
December 12 -- Deficiency notice for second reporting period
January 25 -- End of second reporting period (first semester)
February 27 -- Deficiency notice for third reporting period
March 27 -- End of third reporting period
May 7 -- Deficiency notice for fourth reporting period
June 8 -- End of fourth reporting period (second semester)

(b) Semester Schedule

August 29 -- First semester begins
January 25 - First semester ends
January 30 - Second semester begins
June 8 -- Second semester ends

(c) Each semester is 18 weeks long. Each reporting period is 9 weeks long. Deficiency notices are due at the end of each reporting period.

(d) The bottom portion of each semester report is to be signed by the parent, cut off and returned to the teacher. The semester report is the record of the child's progress.

(e) The grading for the Elementary Report Card is compatible with the grading of the middle grades/high schools, i.e., A, B, C, D, E, F and NE.

11. The bottom sheet is the record for the permanent record folder.

12. For students remaining in the same school:

(a) If a student is remaining in the same school, the Report Card is placed in the permanent record folder and transferred as part of the permanent record folder.

13. For students transferring to another school:

(a) If a student transfers to another school, the Report Card is to be placed in the permanent record folder and processed through the Record Center. This transfer of the Report Card via the permanent folder is possible now because of the one sheet format.

14. The Reading and Mathematics minimum objectives parent report will be sent home at the same time of the Report Card.

15. The mid-semester and end-of-semester report card format are the same, so as to keep the lines of communication as clear as possible for parents.

ATLANTA PUBLIC SCHOOLS
ATLANTA, GEORGIA

STUDENT PROGRESS REPORT
GRADES 1–5

19____ – 19____

Report Period_____

Student Name_____ School_____ Teacher_____

Student Number_____ Gr./Sect._____ Principal_____

ATTENDANCE

Days Present _____ Days Absent _____

Times Tardy _____ Days off Roll _____

BASAL LEVEL

	Below Level	On Level	Above Level
Reading Basal Level _____ (Title)			
Mathematics Basal Level _____ (Title)			

CONDUCT	Mid-semester	End-semester
("x" indicates need for improvement)		
Practices self control		
Respects the rights and properties of others		
Obeys rules and regulations		
Is courteous in speech and action		
Works/plays well with others		
WORK HABITS		
("x" indicates need for improvement)		
Follows directions		
Plans and organizes work		
Uses materials and time wisely		
Completes class assignments on time		
Follows through on homework assignments		

CLASSROOM PERFORMANCE	Mid-semester	End-semester
READING		
COMPOSITION		
SPELLING		
HANDWRITING		
MATHEMATICS		
SCIENCE		
SOCIAL SCIENCE		
HEALTH		
PHYSICAL EDUCATION		
ART		
MUSIC		

Promoted ( ) Grade _____

Retained ( ) Grade _____

Administratively Placed ( ) Grade _____

Reading and Mathematics Minimum Objectives Parent Report Attached.

Cut carefully along line. (To be returned to teacher each report period.)

PARENT, PLEASE COMMENT ON BACK.

Conference requested by teacher ( )

Conference requested by parent ( )

I have seen and reviewed the progress report for my child.

_____
(Please write student's name)

_____
(Parent's Signature) (Date)

BEST COPY

TEACHER COMMENTS:

26

DESCRIPTION OF REPORT CARD MARKS

	MARK	CRITERIA	PERCENTAGE
A	Excellent	1. Masters all assigned work 2. Completes work on time 3. Makes a real contribution to class discussion 4. Does all written work neatly 5. Works with vigor and enthusiasm 6. Evaluates and improves his own efforts 7. Willing to do more than the assigned work 8. Works independently of teacher and fellow students 9. Applies principles to daily experiences	90–100
B	Above Average, good consistent effort	1. Masters a major portion of assigned work 2. Completes work on time 3. Does all written work neatly 4. Makes a good response in class 5. Shows a decided interest in work 6. Tries to evaluate and improve own efforts 7. Willing to do more than assigned work 8. Shows evidence of ability to apply principles 9. Works with little assistance from others	80–89
C	Average Achievement	1. Completes work on time 2. Does all written work assigned 3. Makes an average response in class 4. Shows some interest in work 5. Evaluates and improves work under direction 6. Makes an honest effort to do work	70–79
D	Below Average Achievement	1. Completes minimum assignments 2. Completes work in reasonable time 3. Does most written work 4. Responds poorly in class 5. Makes some effort to do work	60–69
F	Failure, lack of comprehension	Indicates work inferior to accepted standard for passing. This may be due to indifference, irregular attendance, or incomplete work.	59 and below
NE	No Evaluation at this time	Insufficient time for evaluation due to late entry into class or inappropriateness of subject for maturity level.	

SUPERINTENDENT'S MESSAGE

Dear Parents:

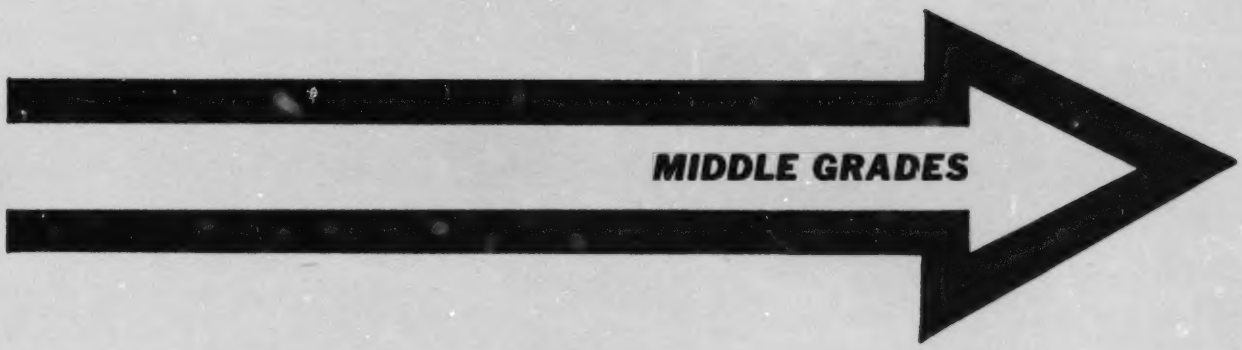
The Atlanta Public School System is dedicated to the task of assisting each pupil to achieve maximum growth as measured by our educational goals. This objective can be best accomplished if the home and the school maintain a close relationship in seeking effective ways of meeting the needs of individual children.

This report of your child's progress comes to you four times each year. You are invited to examine it carefully each time it is presented. It is hoped you will request a conference with your child's principal and teacher if a more detailed review of his development is desired. Your help and encouragement will be most valuable to your child and the school.

Sincerely,

Alonzo A. Crim

BEST COPY


MIDDLE GRADES

LANGUAGE ARTS CURRICULUM UPDATE FOR MIDDLE GRADES

Language Arts Curriculum Guide

The language arts curriculum guide for middle grades is currently undergoing extensive examination and evaluation for the purposes of updating, revising, and standardizing. Presently, recommendations for grade level objectives and minimum skills in language arts have been developed but will be refined during the fall of 1983. As well, standards for reading and handwriting have been developed. These standards will also be refined as standards in composition and language mechanics and developed during the 1983-84 school year. The Language Arts Middle School Curriculum Guide (Warehouse Number 96909) presently includes a Planning Chart for Integrating the Language Arts Curriculum; objectives, activities, appraisals and resources for the teaching of reading, writing, listening and speaking; a Library Study Skills Packet; and an assortment of "short courses" appropriate for middle grade students.

Language Arts Textbooks

The language arts texts were adopted for middle grades in 1980 commensurate with the APS Adoption Cycle. These texts included texts for spelling, handwriting, survival skills, literature, grammar, composition, vocabulary, speech, media and drama. The Houghton-Mifflin Reading Series was adopted as the systemwide reading text. With the Reading Emphasis Program (1981-82), the Phoenix Reading Series was put in place systemwide at the eighth grade level for use with students in the first through the tenth percentile range on the CAT.

Language Arts Program

Students in grades 6, 7 and 8 should receive concentrated study of reading/language arts in the middle grades. Although a two-hour block has been specified for the eighth grade program in both high schools and middle schools, there should be comparable amounts of time spent in language instruction at the sixth and seventh grade levels in both elementary and middle schools. More specific guidelines for language arts instruction will develop as the middle grade curriculum becomes more standardized.

BASAL READER ON LEVEL INSTRUCTIONAL PLACEMENT

Grade/Semester	Book (Magazine)
6/1	Impressions (Gallery)
6/2	Impressions (Talisman)
7/1	Encore (Appraisals)
7/2	Encore (Echoes)
8/1	Accents (Insights)
8/2	Accents (Profiles)

MATHEMATICS CURRICULUM UPDATE FOR MIDDLE GRADES

I. Mathematics Curriculum Guides

The mathematics curriculum for the middle grades is currently undergoing extensive examination and evaluation for the purposes of updating, revising, and standardizing same. Instructional references and resources available for mathematics in the middle grades are:

1. Mathematics Curriculum: Intermediate, Upper/Middle Grades (ECD/APS)
2. Mathematics for Georgia Middle Grades (Georgia Department of Education)
3. Essential Skills for Georgia Schools (Georgia Department of Education)
4. Supplemental Activities for Mathematics Instruction: K-12 (Georgia Department of Education)

II. Mathematics Levels and Textbook Utilization

To provide a general idea of student performance in mathematics, the following descriptions are suggested for mathematics basal levels:

Below Level -- A student works in a textbook that is below his/her grade level; may not advance to the book that corresponds to his/her grade level; or if advances to the On Level book, is not likely to complete it.

On Level -- A student works in a textbook that corresponds to grade level, maintains pace and completes it.

Above Level -- A student performs satisfactorily in textbook that is higher than corresponding grade level; or may begin on grade level, demonstrates capabilities necessary to master skills at an accelerated pace, advances to textbook at higher level and continues to perform successfully.

Elementary Grades Eighth	
	Houghton, Mathematics, 1983 (K-8)
Mathematics 1 (Below Level)	Houghton, Mathematics, 1983 (Through Book 7)
431040 431050	
Fundamentals (On Level)	Houghton, Mathematics 8, 1983
431140 431150	
Algebra 1 (Above Level)	Houghton, Algebra, Structure and Method, Book 1, 1981
432210 432220	

MIDDLE SCHOOL SCIENCE CURRICULUM

Since 1978 the middle school science curriculum has been:

one quarter of earth science,

one quarter of life science, and

one quarter of physical science

each year at each of the three grade levels but, for a variety of reasons, all middle schools have not been able to implement this.

As a result of the upcoming conversion from three quarters to two semesters per year, altered high school graduation requirements at both state and local levels, a directive towards standardization, and state adoption of new science textbooks next year, the middle school science curriculum will undergo change. The 1983-84 school year should be one of transition for middle schools, continuing the use of the textbooks currently in the schools but planning ahead, as much as possible, toward the goal, by the 1984-85 school year, of teaching

life science in the seventh grade and

earth science in the eighth grade.

Physical science will be the ninth grade offering in high school. College bound students who are planning a career in science should continue to have physical science (Matter and Measurement or ISCS) at the eighth grade level with one semester of life science and one semester of earth science in the seventh grade.

SUGGESTED 1983-84 SCIENCE CURRICULUM

GRADE	MOST STUDENTS	COLLEGE BOUND STUDENTS PLANNING SCIENCE CAREER
6th	Science -- textbook (usually 6th level of elementary series) plus APS Science Curriculum Guide	
7th	One semester of Life Science One semester of Physical Science	One semester of Life Science One semester of Earth Science
8th	One semester of Earth Science One semester to be determined by the number of available science textbooks in the school	Two semesters of Matter and Measurement OR ISCS (The Natural World)

1984-85 SCIENCE CURRICULUM

GRADE	MOST STUDENTS	COLLEGE BOUND STUDENTS PLANNING SCIENCE/TECHNOLOGY CAREER
6th	Science -- textbook plus APS Science Curriculum Guide	
7th	Two semesters of Life Science	One semester of Life Science One semester of Earth Science
8th	Two semesters of Earth Science	Two semesters of Matter and Measurement OR ISCS (The Natural World)

THE SOCIAL SCIENCE PROGRAM OF STUDIES

IN THE MIDDLE SCHOOLS

Status Report

The existing Social Science Program in the Middle School is the product of a series of in-service workshops with teachers and a team of curriculum writers under the supervision of Mrs. Jeannette Moon. The program is composed of two parts:

(1) An Interdisciplinary Social Science Program. The curriculum components are developed in the guide entitled Middle Grades Social Science. This is for the sixth and seventh grades.

(2) Georgia History/Georgia Culture -- the state-mandated course for eighth graders. The curriculum components are outlined in the curriculum guides bearing the same names as the courses.

The present sixth grade program is composed of an anthropological study of man and the cultures he has developed. The content is drawn primarily from the book, Windows on Our World: The Way People Live (Houghton Mifflin, 1976). Since this book is no longer on the state adopted list, it seems advisable to restructure the sixth grade curriculum. The MACOS material is being used in certain elementary schools to supplement this program.

Plans are under way to rewrite the sixth grade curriculum using the Scott-Foresman Social Studies format as the skeletal framework for the scope and sequence. The Macmillan Social Studies Series, although not as good, is adaptable to this framework.

The present seventh grade program is composed of two parts:

(1) Economic Decision Making.

(2) Intensive Study of Varying Ethnic Groups. Instructional aids for teaching this course include the five modules on different ethnic groups and the trade-off video cassette tapes.

Plans are under way to rewrite the seventh grade curriculum using the Scott-Foresman Social Studies format as the organization center. The Macmillan Series can be adapted to this framework.

The present eighth grade curriculum is based upon the two student books, Georgia History and Georgia Culture. As these will no longer be printed, the Institute of Government book, The Georgia History Book, and the viewpoint book, Georgia will be used as basic texts. The McRoberts book, Georgia, may be used for the slow learner.

The teacher's guides entitled Georgia History and Georgia Culture will suffice until new guides can be written.

DIVISION OF INSTRUCTIONAL PLANNING AND DEVEOPMENT

EDUCATIONAL DEVELOPMENT AND STANDARDS

Middle Grades Progress Report

The design and content of the Middle Grades Progress Report Cards reflect the recommendations of a combined number of all middle school principals, teachers, area resource teachers, central staff and other committee persons. For the middle grades, two report cards are proposed.

The Mid-Semester Report Card will contain grades and explanations of reasons for grades assigned. The end-of-semester report card, Middle Grades Progress Report, will contain the assigned grades.

Both report cards will be computer generated and will contain the basic student identification information. For the school year 1983-84, teachers will manually write in grades. During the school year, work will continue on development of processes for computer-generated grading.

Reporting periods will coincide with those planned in conjunction with semester conversion.

October 3 -- Deficiency notice for first reporting period
November 1 -- End of first reporting period
December 12 - Deficiency notice for second reporting period
January 25 -- End of second reporting period (first semester)
February 27 - Deficiency notice for third reporting period
March 27 -- End of third reporting period
May 7 -- Deficiency notice for fourth reporting period
June 8 -- End of fourth reporting period (second semester)

Student Name: _____

Student Number: _____

Grade/Section: _____

Atlanta Public Schools

MID-SEMESTER REPORT

Middle Grades

Homeroom Teacher: _____

Principal: _____

Date: _____

READING LEVEL

First number is grade level. Second number is semester. Your child is:

Report Period	Below Level	On Level	Above Level

MATHEMATICS LEVEL

First number is grade level. Second number is semester. Your child is:

Report Period	Below Level	On Level	Above Level

Directions: Place check (✓) by each category under appropriate subject area in which improvement is needed.

ACADEMIC PROGRESS REPORT	Language Arts: Handwriting	Language Arts: Reading Literature	Language Arts: Composition	Language Arts: Language Mechanic	Science	Social Science	Mathematic	Art	Music	Safety Health	Physical Education	Foreign Language	Industrial Technician	Home Arts	Business Arts	* P.E.C.E.			
Conduct																			
Follows school rules and policies																			
Brings proper supplies to class																			
Completes homework																			
Makes up work after absences																			
Attends all classes on time																			
Participates fully in class activities																			
Completes work on time																			
Uses time wisely																			
Works effectively in groups																			
Teacher signature																			

Pupil Signature: _____

Parent Signature: _____

ATTENDANCE

Days Present _____

Days Absent _____

Times Tardy _____

Days off Roll _____

Conference Requested _____

*Program of Education and Career Exploration

BEST COPY

TEACHER COMMENTS:

35

DESCRIPTION OF REPORT CARD MARKS

	MARK	CRITERIA	PERCENTAGE
A	Excellent	1. Masters all assigned work 2. Completes work on time 3. Makes a real contribution to class discussion 4. Does all written work neatly 5. Works with vigor and enthusiasm 6. Evaluates and improves his own efforts 7. Willing to do more than the assigned work 8. Works independently of teacher and fellow students 9. Applies principles to daily experiences	90–100
B	Above Average, good consistent effort	1. Masters a major portion of assigned work 2. Completes work on time 3. Does all written work neatly 4. Makes a good response in class 5. Shows a decided interest in work 6. Tries to evaluate and improve own efforts 7. Willing to do more than assigned work 8. Shows evidence of ability to apply principles 9. Works with little assistance from others	80–89
C	Average Achievement	1. Completes work on time 2. Does all written work assigned 3. Makes an average response in class 4. Shows some interest in work 5. Evaluates and improves work under direction 6. Makes an honest effort to do work	70–79
D	Below Average Achievement	1. Completes minimum assignments 2. Completes work in reasonable time 3. Does most written work 4. Responds poorly in class 5. Makes some effort to do work	60–69
F	Failure, lack of comprehension	Indicates work inferior to accepted standard for passing. This may be due to indifference, irregular attendance, or incomplete work.	59 and below
NE	No Evaluation at this time	Insufficient time for evaluation due to late entry into class or inappropriateness of subject for maturity level.	

57

SUPERINTENDENT'S MESSAGE

Dear Parents:

The Atlanta Public School System is dedicated to the task of assisting each pupil to achieve maximum growth as measured by our educational goals. This objective can be best accomplished if the home and the school maintain a close relationship in seeking effective ways of meeting the needs of individual children.

This report of your child's progress comes to you four times each year. You are invited to examine it carefully each time it is presented. It is hoped you will request a conference with your child's principal and teacher if a more detailed review of his development is desired. Your help and encouragement will be most valuable to your child and the school.

Sincerely,

Alonzo A. Crim

58

BEST COPY

Student Name _____

Student Number _____

Grade/Section _____

ATLANTA PUBLIC SCHOOLS

ATLANTA, GEORGIA

MIDDLE GRADES PROGRESS REPORT

Homeroom Teacher _____

Principal _____

Date _____

READING LEVEL

First number is grade level. Second number is semester.
Your child is:

Report Period	Below Level	On Level	Above Level

MATH LEVEL

First number is grade level. Second number is semester.
Your child is:

Report Period	Below Level	On Level	Above Above

ACADEMIC PROGRAM

SUBJECTS		Subject Ident.	Sem.	Conduct	Teacher Name
LANGUAGE ARTS	Handwriting				
	Reading/ Literature				
	Composition				
	Language Mechanics				
Science					
Social Science					
Mathematics					

EXPLORATORY PROGRAM

SUBJECTS	Subject Ident.	Sem.	Conduct	Teacher Name
Art				
Music				
Health/ Safety				
Physical Education				
Foreign Language				
Industrial Technology				
Home Arts				
Business Arts				
P.E.C.E.*				

ATTENDANCE

Days	
Absent	
Tardy	

Conduct Average _____

Promoted ( ) to Grade

Placed ( ) in Grade

Retained ( ) in Grade

Pupil Signature _____

Parent Signature _____

*Program of Education and Career Exploration

BEST COPY

TEACHER COMMENTS:

37

DESCRIPTION OF REPORT CARD MARKS

	MARK	CRITERIA	PERCENTAGE
A	Excellent	1. Masters all assigned work 2. Completes work on time 3. Makes a real contribution to class discussion 4. Does all written work neatly 5. Works with vigor and enthusiasm 6. Evaluates and improves his own efforts 7. Willing to do more than the assigned work 8. Works independently of teacher and fellow students 9. Applies principles to daily experiences	90–100
B	Above Average, good consistent effort	1. Masters a major portion of assigned work 2. Completes work on time 3. Does all written work neatly 4. Makes a good response in class 5. Shows a decided interest in work 6. Tries to evaluate and improve own efforts 7. Willing to do more than assigned work 8. Shows evidence of ability to apply principles 9. Works with little assistance from others	80–89
C	Average Achievement	1. Completes work on time 2. Does all written work assigned 3. Makes an average response in class 4. Shows some interest in work 5. Evaluates and improves work under direction 6. Makes an honest effort to do work	70–79
D	Below Average Achievement	1. Completes minimum assignments 2. Completes work in reasonable time 3. Does most written work 4. Responds poorly in class 5. Makes some effort to do work	60–69
F	Failure, lack of comprehension	Indicates work inferior to accepted standard for passing. This may be due to indifference, irregular attendance, or incomplete work.	59 and below
NE	No Evaluation at this time	Insufficient time for evaluation due to late entry into class or inappropriateness of subject for maturity level.	

61

SUPERINTENDENT'S MESSAGE

Dear Parents:

The Atlanta Public School System is dedicated to the task of assisting each pupil to achieve maximum growth as measured by our educational goals. This objective can be best accomplished if the home and the school maintain a close relationship in seeking effective ways of meeting the needs of individual children.

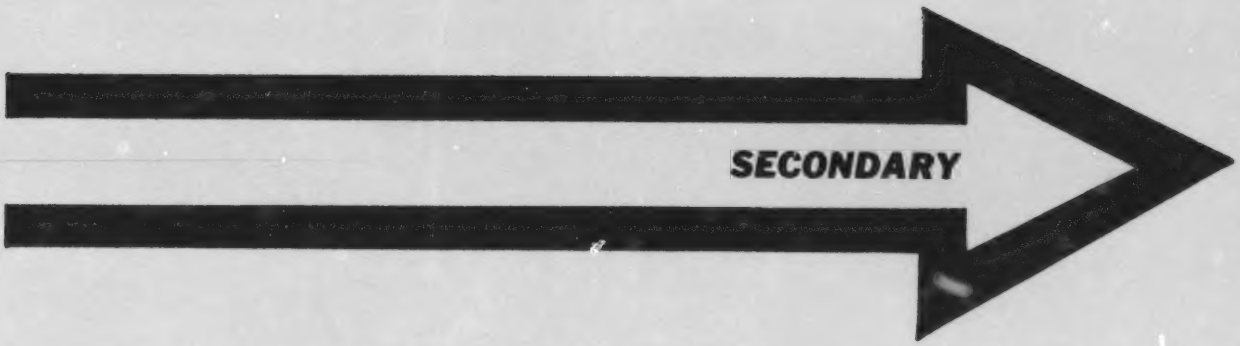
This report of your child's progress comes to you four times each year. You are invited to examine it carefully each time it is presented. It is hoped you will request a conference with your child's principal and teacher if a more detailed review of his development is desired. Your help and encouragement will be most valuable to your child and the school.

Sincerely,

Alonzo A. Crim

62

BEST COPY


SECONDARY

BEST COPY

ATLANTA PUBLIC SCHOOLS

DIVISION OF INSTRUCTIONAL PLANNING AND DEVELOPMENT

GUIDE TO GRADUATION REQUIREMENTS

	Graduating Class of 1984	Graduating Class of 1985	Graduating Class of 1986
ENGLISH	60 hours including the required course sequence	60 hours including the required course sequence	60 hours including the required course sequence
MATHEMATICS	30 hours	30 hours	30 hours
SCIENCE	30 hours including 15 hours biological 15 hours physical science	30 hours including 15 hours biological science 15 hours physical science	30 hours including 15 hours biological science 15 hours physical science
HEALTH/ SAFETY	7½ hours	7½ hours	7½ hours Health Seminar 604010
PHYSICAL EDUCATION	22½ hours	22½ hours	22½ hours including 7½ hours Physical Fitness: Concepts and Activities 612000 7½ hours Adult Activity Course: (Choice of one) Outdoor Education 612150 Individual Sports 612160 Swimming–Level 1 612170 Recreational Dance and Games 612190 Tennis, Badminton and Paddle Tennis 612220 7½ hours Elective
CAREER PLANNING	7½ hours	7½ hours	7½ hours
SOCIAL STUDIES *	45 hours including 15 hours United States History Development of United States Democracy 553010 Modern United States 553040 7½ hours Introduction to Economics 574000 7½ hours Political Behavior 562030 15 hours Electives	45 hours including 15 hours United States History Development of United States Democracy 553010 Modern United States 553040 7½ hours Introduction to Economics 574000 7½ hours Political Behavior 562030 15 hours Electives	45 hours including 15 hours United States History Development of United States Democracy 553010 Modern United States 553040 7½ hours Introduction to Economics 574000 7½ hours Political Behavior 562030 15 hours Electives
PERSONAL FINANCE	7½ hours	7½ hours	7½ hours
ART/MUSIC	7½ hours	7½ hours	7½ hours
HOME ECONOMICS/ INDUSTRIAL TECHNOLOGY	7½ hours	7½ hours	7½ hours
ELECTIVES	90 hours	90 hours	90 hours
TOTAL	315 hours	315 hours	315 hours

NOTE: Adjustments will be made for students who enrolled under the quarter system as specified in the regulations on High School Graduation Requirements.

*Under the quarter system, the course U.S. Reform Movements 553020 was also required but is not included in semester offerings.

BEST COPY

ATLANTA PUBLIC SCHOOLS
DIVISION OF INSTRUCTIONAL PLANNING AND DEVELOPMENT
COURSES OF STUDY

Required Basic Program

English	60 hours including the required course sequence
Mathematics	30 hours
Science	30 hours including 15 hours biological science 15 hours physical science
Health/Safety	7½ hours
Physical Education	22½ hours
Career Planning	7½ hours
Social Studies	45 hours including 15 hours United States History Development of U.S. Democracy 553010 Modern United States 553040 7½ hours Introduction to Economics 574000 7½ hours Political Behavior 562030 15 hours: (1) Elective (2) Elective
Personal Finance	7½ hours
Art/Music	7½ hours
Home Ec/ Industrial Technology	7½ hours

Required	225 hours
Electives	90 hours (12 courses)
Total	315 hours

Suggested College Preparatory Curriculum

English	60 hours including the required course sequence
Mathematics	45 hours including 15 hours algebra 7½ hours geometry
Science	45 hours including 15 hours biological science 15 hours physical science
Health/Safety	7½ hours
Physical Education	22½ hours
Career Planning	7½ hours
Social Studies	45 hours including 15 hours United States History Development of U.S. Democracy 553010 Modern United States 553040 7½ hours Introduction to Economics 574000 7½ hours Political Behavior 562030 15 hours: (1) World Geographic Patterns 592020 (2) Elective
Personal Finance	7½ hours
Art/Music	7½ hours
Home Ec/ Industrial Technology	7½ hours
Foreign Language	30 hours
Typing	7½ hours
Computer Technology	7½ hours

Total Suggested	300 hours
Electives	15 hours (2 courses)
Total	315 hours

ATLANTA PUBLIC SCHOOLS
COURSE REQUIREMENTS AND SEQUENCE
for

Language Arts
(Curriculum Area)

GRADE	REQUIRED COURSES FOR GRADUATION	COURSES FOR COLLEGE BOUND STUDENTS	ELECTIVES
9th	301120 Language Skills I 301220 Language Skills II (11-40%ile in reading) 301130 English I 301230 English II (41%ile and above in reading)	 301130 English I 301230 English II	
10th	302130 English III 302230 English IV	Same	
11th	303130 English V 303230 English VI	Same	
12th	304130 English VII 304230 English VIII	Same	The following electives to not satisfy the 60 hours of English required for graduation: 300160 Journalism I 300260 Journalism II 300170 Drama I 300270 Drama II 300180 Forensics I 300280 Forensics II 300190 Humanities I 300290 Humanities II

BEST COPY

ATLANTA PUBLIC SCHOOLS
COURSE REQUIREMENTS AND SEQUENCE
for

Mathematics
(Curriculum Area)

GRADE	REQUIRED COURSES FOR GRADUATION	COURSES FOR COLLEGE BOUND STUDENTS	ELECTIVES
9th	Mathematics 2 (1–40%) 432040 Part 1 432050 Part 2 General Mathematics (41–50%) 432060 Part 1 432070 Part 2 Basic Algebra 1 (51–59%) 432140 Part 1 432150 Part 2 Algebra 1 (60% and above) 432210 Part 1 432220 Part 2 Or Plane Geometry (60% and above) 433210 Part 1 433220 Part 2	General Mathematics (41–50%) 432060 Part 1 432070 Part 2 Basic Algebra 1 (51–59%) 432140 Part 1 432150 Part 2 Algebra 1 (60% and above) 432210 Part 1 432220 Part 2 Or Plane Geometry (60% and above) 433210 Part 1 433220 Part 2	
10th	Mathematics 3 (1–40%) 433040 Part 1 433050 Part 2 Consumer Mathematics (41–50%) 433060 Part 1 433070 Part 2 Basic Algebra 2 (41–59%) 433140 Part 1 433150 Part 2 Algebra 2 (60% and above) 433310 Part 1 433320 Part 2 Or Plane Geometry (60% and above) 433210 Part 1 433220 Part 2	Basic Algebra 2 (41–59%) 433140 Part 1 433150 Part 2 Algebra 2 (60% and above) 433310 Part 1 433320 Part 2 Or Plane Geometry (60% and above) 433210 Part 1 433220 Part 2 Mathematics Elective	434070 Probability & Statistics 434140 AP-Calculus AB (Part 1) 434150 AP-Calculus AB (Part 2) 439990 IS-Mathematics 452010 Computer Science 1 452020 Computer Science 2 453020 ICS-Directed Study (Computer Science) 434170 SAT Preparation
11th		434010 Elementary Analysis 434020 Trigonometry Mathematics Elective	
12th		434110 Calculus 1 434120 Calculus 2 Mathematics Elective	

BEST COPY

ATLANTA PUBLIC SCHOOLS
COURSE REQUIREMENTS AND SEQUENCE
for

Science
(Curriculum Area)

GRADE	REQUIRED COURSES FOR GRADUATION		COURSES FOR COLLEGE BOUND STUDENTS		ELECTIVES	
9th	481010	Matter & Measurement	481110	Matter & Measurement		
	481020	(Non-quantitative)	481120	(Quantitative)		
Physical Science		Or		Or		
	482110	Weather, Climate, Space	482110	Weather, Climate, Space		
	482120	Earth Materials & Changes	482120	Earth Materials & Changes		
	481110	Matter & Measurement				
	481120	(Quantitative)				
		Or				
	482110	Weather, Climate, Space				
	482120	Earth Materials & Changes				
10th	503010	Biology	503110	Biology	484520	Research
	503020	(Non-quantitative)	503120	(Quantitative)		
		Or				
Biological Science	503110	Biology	524010	Descriptive Chemistry		
	503120	(Quantitative)	524020	Chemical Families		
				Or		
			524110	Theoretical Chemistry		
			524120	Chemical Kinetics		
			514050	Matter, Force & Motion		
			514060	Energy & Waves		
				Or		
11th			524010	Descriptive Chemistry	483500	Lab Skills & Photography
			524020	Chemical Families	484430	Environmental Science
				Or	504560	Horticulture*
			524110	Theoretical Chemistry	484520	Research*
			524120	Chemical Kinetics	504450	Microbiology & Genetics
					484620	Medical Technology*
			514050	Matter, Force & Motion	504490	Oceanography*
			514060	Energy & Waves		
				Or		
12th			514210	Physics	514420	Advanced Physical Science
			514220	Physics		
			504310	Human Biology		
			504320	Human Biology		
			NOTE:	Chemistry, Physics & Human Biology can be at either grade level.	NOTE:	Can be taken at either 11th or 12th grade level.

BEST COPY

GRADE	COURSES FOR COLLEGE BOUND STUDENTS PLANNING SCIENCE CAREER
9th	503110 Honors Biology 503120 Honors Biology Mays Academy only: 514050 Matter, Force & Motion 514060 Energy and Waves
10th	504310 Human Biology 504320 Human Biology And/or 524110 Theoretical Chemistry 524120 Chemical Kinetics
11th	504310 Human Biology 504320 Human Biology 524110 Theoretical Chemistry 524120 Chemical Kinetics 524140 Advanced Placement Chemistry 524150 Advanced Placement Chemistry
12th	514210 Physics 514220 Physics 524140 Advanced Placement Chemistry 524150 Advanced Placement Chemistry

ATLANTA PUBLIC SCHOOLS
COURSE REQUIREMENTS AND SEQUENCE
for

Health
(Curriculum Area)

GRADE	REQUIRED COURSES FOR GRADUATION		COURSES FOR COLLEGE BOUND STUDENTS	ELECTIVES
9th				602010 Safety and Emergency First Aid 602020 Human Sexuality
10th				602010 Safety and Emergency First Aid 602020 Human Sexuality
11th	604010	Health Seminar: Personal and Community Health		602010 Safety and Emergency First Aid 602020 Human Sexuality
12th				602010 Safety and Emergency First Aid 602020 Human Sexuality

ATLANTA PUBLIC SCHOOLS

COURSE REQUIREMENTS AND SEQUENCE

for

Physical Education
(Curriculum Area)

GRADE	REQUIRED COURSES FOR GRADUATION	COURSES FOR COLLEGE BOUND STUDENTS	ELECTIVES
9th	612000 Physical Fitness: Concepts and Activities Choice of one: 612150 Outdoor Education 612160 Individual Sports 612170 Swimming–Level I 612190 Recreational Dance and Games 612220 Tennis, Badminton and Paddle Tennis		
10th 11th 12th	Must choose one other physical education course from elective list during 10th, 11th or 12th grade. (ROTC or Marching Band may be substituted for this.)		10th, 11th, 12th grade students may take any physical education course not previously taken and for which they have met the pre-requisite requirements. These courses include: 612080 Team Sports–A 612090 Team Sports–B 612100 Track & Field–Level I 613100 Track & Field–Level II 612200 Modern Dance–Level I 613200 Modern Dance–Level II 613300 Dance–Perf. & Production–Level III 612270 Tumbling, Gym & Floor Exercise Level I 613270 Tumbling, Gym & Floor Exercise Level II 612150 Outdoor Education 612160 Individual Sports 612170 Swimming–Level I 613170 Swimming–Level II 612190 Recreational Dance & Games 612220 Tennis, Badminton & Paddle Tennis–Level I 613220 Tennis, Badminton & Paddle Tennis–Level II 613280 Advanced Fitness & Combatives 61400 Theory & Practice **Pre-Requisites:** Physical Fitness: Concepts & Activities 612000 is a pre-requisite for all courses. Level I courses must be taken before Level II Levels I and II courses must be taken before Level III. Four courses includeing Physical Fitness: Concepts and Activities 612000 must be taken before Theory and Practice 614000.

BEST COPY

ATLANTA PUBLIC SCHOOLS
COURSE REQUIREMENTS AND SEQUENCE
for

Career Planning
(Curriculum Area)

GRADE	REQUIRED COURSES FOR GRADUATION	COURSES FOR COLLEGE BOUND STUDENTS	ELECTIVES
9th	862070 Career Planning		
10th			
11th			
12th			

ATLANTA PUBLIC SCHOOLS
COURSE REQUIREMENTS AND SEQUENCE
for

Social Science
(Curriculum Area)

GRADE	REQUIRED COURSES FOR GRADUATION	COURSES FOR COLLEGE BOUND STUDENTS	ELECTIVES
9th	562030* Political Behavior 572040* Personal Finance (If Personal Finance is not taught as a Social Science course, a Social Science elective could be taught in addition to Personal Finance) NOTE: Personal Finance does not count against the three units required for graduation in Social Science. Elective	562030* Political Behavior 572040* Personal Finance 592020 World Geographic Patterns	553140 Introduction to Black Studies 584100 Introduction to Psychology 592020 World Geographic Patterns
10th	553010* Development of United States Democracy 553040* Modern United States	553010* Development of United States Democracy 553040* Modern United States	586060 Cultural Area Studies 584040 Introduction to Sociology 553140 Introduction to Black Studies
11th	574000* Introduction to Economics Elective	552180 World Studies I 552190 World Studies II	563060 U.S. Law 564020 International Relations 552180 World Studies I 552190 World Studies II
12th		574000* Introduction to Economics 563060 U.S. Law	584080 Introduction to Anthropology 583110 Social Science Research 574010 Contemporary Economic Problems

*State mandated courses
(Three Units required for graduation)

BEST COPY

ATLANTA PUBLIC SCHOOLS

COURSE REQUIREMENTS AND SEQUENCE

for

Personal Finance

(Curriculum Area)

GRADE	REQUIRED COURSES FOR GRADUATION	COURSES FOR COLLEGE BOUND STUDENTS	ELECTIVES
9th	572040 Personal Finance		
10th			
11th			
12th			

ATLANTA PUBLIC SCHOOLS

COURSE REQUIREMENTS AND SEQUENCE

for

Art

(Curriculum Area)

GRADE	REQUIRED COURSES FOR GRADUATION	COURSES FOR COLLEGE BOUND STUDENTS	ELECTIVES
9th	Any one of the Art courses taken at any grade level 9–12 will satisfy the requirements for five hours of Art/Music.	College bound students who plan to major in Art or Art Education should take as many Art courses as possible in the sequential order as listed in the course catalogue, beginning with the course 641010–Man and His Art.	All Art courses are elective at the high school level.

ATLANTA PUBLIC SCHOOLS
COURSE REQUIREMENTS AND SEQUENCE
for

Music
(Curriculum Area)

GRADE	REQUIRED COURSES FOR GRADUATION	COURSES FOR COLLEGE BOUND STUDENTS	ELECTIVES
9th	Any one of the music courses taken at any grade level 9–12 will satisfy the requirement for 5 hours of music/art.	College bound students who plan to major in music or music education should take performance courses in their field (instrumental or choral) every semester in high school. Additionally, they should have the history of music course (673010) and music theory (673410 and 673420).	ALL music courses are elective at the high school level.
10th			
11th			
12th			

ATLANTA PUBLIC SCHOOLS

COURSE REQUIREMENTS AND SEQUENCE

for

Home Economics

(Curriculum Area)

GRADE	REQUIRED COURSES FOR GRADUATION	COURSES FOR COLLEGE BOUND STUDENTS	ELECTIVES
9th	Any course offered in the home economics curriculum in grades 9–12 will satisfy the requirement for 5 hours of home economics/ industrial technology. However, some courses offered require a prerequisite.		All home economics courses are electives.

ATLANTA PUBLIC SCHOOLS

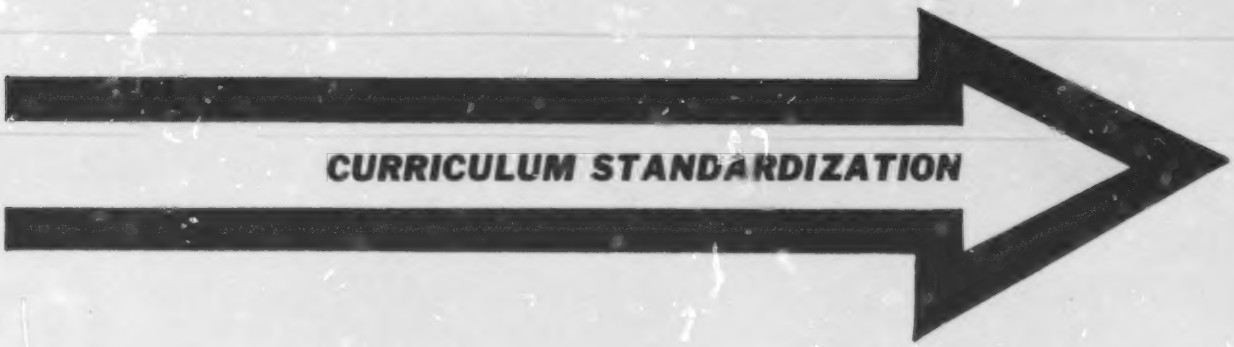
COURSE REQUIREMENTS AND SEQUENCE

for

Industrial Technology

(Curriculum Area)

GRADE	REQUIRED COURSES FOR GRADUATION	COURSES FOR COLLEGE BOUND STUDENTS	ELECTIVES
9th	Any course offered in the industrial technology curriculum in grades 9–12 will satisfy the requirement for 5 hours home economics/industrial technology. However, some courses offered require a prerequisite.		All industrial technology courses are electives.


CURRICULUM STANDARDIZATION

STANDARDIZATION

Charge

"During the 1981-82 school year, the Superintendent directed staff to formulate plans for standardizing the core instructional programs, grades K-12. This activity is to be tied to the implementation of a return to the semester system, September 1983. Implementation of standard program for all grade levels, including establishing explicit standards for all secondary school subjects, will begin with the Language Arts program."

Long Range Planning Document

WORKING DEFINITION

Definition

"A standard is something set up and established by authority as a rule for the measure of quality."

Webster's New Collegiate Dictionary

OVERALL LANGUAGE ARTS STANDARD

Model

Beginning in the 1983-84 school year, a standardized curriculum in language arts will be piloted in the ninth grade, thus implementing a curriculum model that all disciplines will adapt to completely standardize the Atlanta Public Schools' curriculum K-12.

The high school language arts curriculum will be based upon a structured continuum of minimum skills and grade level objectives with accompanying performance expectations. The following language arts standardization components constitute the "model" which will be piloted with high school ninth graders during the 1983-84 school year.

1. Homogeneously group students for language arts instruction by appropriately placing students into a required course sequence based upon three gross (ability) groupings.

   Students are initially placed into three gross groupings in accord with a range of scores in national percentiles on the California Achievement Tests. Final placement of students for instruction is based on a diagnostic reading assessment administered by the

classroom teacher during the first two weeks of school, other pertinent performance data, and teacher recommendation. These groupings are used to provide quality instruction commensurate with assessed needs.

2. Establish a minimum reading level requirement for movement from one gross grouping to another.

   Students are encouraged to improve their reading performance, and movement from one gross grouping to another is dependent upon successfully meeting a minimum reading level requirement. Students are assessed at the end of the year at each grade level to determine the appropriate placement and movement of students through the language arts program. However, beginning at the tenth grade level, students may move from one gross grouping to another after passing the Georgia Basic Skills Test (Reading). A student would remain in the first gross grouping only if he or she continues to fail this state mandated assessment.

3. Establish objectives by grade level that must be mastered at or above the 70% level for all students to receive a high school diploma.

   Grade level objectives have been established to guide both teachers and students in what should be taught and learned in language arts at each grade level. These objectives are the ones that should be mastered by every student receiving a high school diploma from the Atlanta Public Schools. The language arts objectives are identified for each course according to five categories: (1) Reading and Literature, (2) Composition Skills, (3) Listening and Speaking Skills, (4) Library and Study Skills, and (5) Grammar Review. In at least two courses a sixth category has been added -- Career Awareness. [The objectives become more sophisticated with each grade level and are consistent with the expectations for students who are college bound.]

4. Establish minimum skills by grade level that are prerequisites to the mastery of grade level objectives.

   For those students who have not mastered the basic communication skills as diagnosed using systemwide, state, and instructional assessment instruments, minimum language arts skills have been identified at each grade level. These skills must be mastered before students begin instruction to master the grade level objectives. Minimum skills become, then, the target of instruction for students in remedial language arts courses. Students must successfully pass a course of study called Language Skills, which targets the instruction of the GBST cluster skills, before moving into the regular language arts courses in which the grade level objectives are the targets of instruction.

5. Provide a core of materials to all teachers through which objectives and minimum skills are paced.

To make certain that the minimum skills and objectives are taught, all teachers will be provided the same textbooks and materials as well as the correlations of these texts and materials to the minimum skills and objectives. This procedure assures parents and students that the skills and objectives are available to all teachers in all schools. In addition, copies of the Language Arts Implementation and Management Guide and monitoring instruments and procedures will be provided to each school to assure that the language arts program is being effectively implemented and managed.

6. Provide tests and/or outline testing procedures by which all teachers will certify skill and objective mastery.

   All teachers will use the same testing procedures, so that for every student all final grades are derived using the same criteria and instruments.

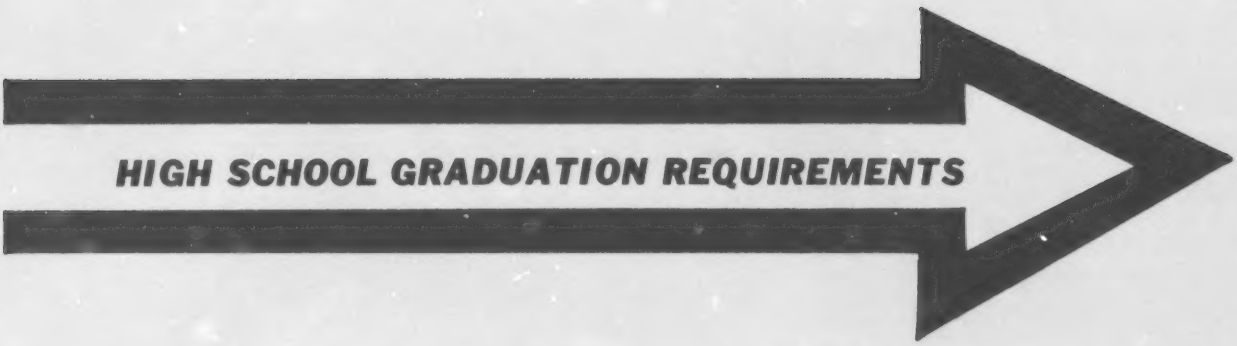
7. Establish a grading system and uniform grading procedures based upon minimum skill and specified levels of objective skill mastery.

   The grading system A, B, C, MS (Mastery of Minimum Skills) and NM (Non-mastery) is generic to the Atlanta Board of Education's expectation that all students should be given the opportunity to master the minimum communication skills of reading, writing, listening, speaking and thinking. Once a mastery of the minimum skills has been attained, the level of expectation rises, which is reflected by the grading system. By eliminating "D" and "F," students must strive to learn at least two-thirds of what they are taught. This expectation means that students must at least strive for a "C" on all graded assignments. This grading system will raise the level of teacher expectations as well, because they must strive to teach for mastery. Feedback through pacing and student progress reporting will be available to all parents at least four times during the school year.

Goal

"What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child."

George Bernard Shaw


HIGH SCHOOL GRADUATION REQUIREMENTS

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF	Issued Date: 7/13/81
	Rescind:	Issued:

Graduation from Atlanta high schools shall require a minimum of 315 ~~quarter~~ hours (21 Carnegie units) earned in grades 9 through 12 including 60 hours in English, 30 hours in mathematics and 30 hours in science. These shall meet or exceed the requirements set forth by the State Board of Education (Policy Reference IHF). Specific requirements for graduation will be in accordance with the schedule on the following page.

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF-R	Issued Date: 2/16/83
	Rescind: IHF-R	Issued: 7/13/81

1. The Atlanta Board of Education shall require a minimum of 315 ~~quarter~~ hours (21 Carnegie units) earned in the 9th through 12th grades for graduation as specified below:

APS REQUIREMENTS

Subject	Units	Hours
English	4	60
Mathematics	2	30
Science	2	30
Health/Safety	½	7½
Physical Education	1½	22½
Career Planning	½	7½
Social Studies	1	15
U. S. History	1	15
Economics	½	7½
Citizenship	½	7½
Personal Finance	½	7½
Art/Music	½	7½
Home Economics/Industrial Technology	½	7½
Required	15	225
Electives	6	90
TOTAL	21	315

A Carnegie unit of credit is based on a minimum of 150 clock hours of classroom instruction provided during the regular school year. A Carnegie unit of credit is based on a minimum of 120 clock hours of instruction provided during the summer school session.

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF-R	Issued Date: 2/16/83
	Rescind: IHF-R	Issued: 7/13/81

Exceptions -- Substitutions are permitted as follows with the approval of the local school administrator:

*Physical Education

After completing one semester of either marching band/ROTC, the next semester of either (marching band/ROTC) may be substituted for one semester of physical education.

**Career Planning	Course Name	Course No.
DE	Introduction to Marketing and Distributive Education II	921010
CVAE	Coordinated Vocational and Academic Education	958010
Occ. Home Economics	Food Service I	903410
	Child Development I	903310
DCT	Diversified Cooperative Training I	934410
VOT	Vocational Office Training I	853710
Youth Challenge Program School Without Walls Executive H. S. Internship		934450

***Personal Finance

Mathematics	Personal Finance	433610
Business	Personal Finance	843160
Home Economics	Personal Finance	813120
DCT	Diversified Cooperative Training II	934430

****Electives

Forty-five (45) hours must be earned in academic subjects such as mathematics, language arts, science, social studies, foreign language, and/or vocational education courses.

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF-R	Issued Date: 2/16/83
	Rescind: IHF-R	Issued: 7/13/81

2. To receive credit for a course toward fulfilling graduation requirements, a student must earn a grade of "D" or higher.

3. In accordance with Standards for Georgia Public Schools*, the eighth grade program will include annually in its curriculum offerings for each student the following subject matter areas:

English/Language Arts	2 semesters
Mathematics	2 semesters
Science	Minimum of 1 semester
Social Science (Georgia History/ Georgia Culture)	2 semesters
Health	1 semester
Physical Education	1 semester
**PECE	1 semester
***Art	
***Music	

A. Georgia History/Georgia Culture. Two courses in Georgia History are a State requirement. Any student failing either of the two courses must make up the deficiency, preferably in Summer School.

Reference -- Code of Georgia Annotated, book 11A, title 32, Education: 32-657a, page 103.

B. Electives such as art, music, industrial arts and home economics may be taken by an eighth grader.

C. Promotion to the ninth grade is contingent upon the student having completed a minimum of eight classes.

D. For students in the middle school, completion of the eighth grade program will be certified with the sticker that specifies fulfillment of requirements.

E. Students who have been promoted from the eighth grade to the ninth grade will receive credit toward graduation for courses taken in summer school after completion of the eighth grade because this completion is analogous to promotion.

F. Eighth grade courses do not fulfill graduation requirements even when taken in grades 9-12.

*Please review Standards for Georgia Public Schools annually because Standards are subject to change.
**Atlanta Public Schools requirements
***Art and music need not be taught to all students but must be offered.

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF-R	Issued Date: 2/16/83
	Rescind: IHF-R	Issued: 7/13/81

4. Minimum grade placement shall be as follows:

9th grade	Completion of Minimum 8th Grade Requirements as Stipulated in Item #3: Eight (8) classes.
10th grade	75 hours
11th grade	150 hours
12th grade	225 hours
Graduation	315 hours

5. The regular promotion of students will take place in June of each year. Promotion may take place at other times with the approval of the principal.

6. No student is required to take ROTC. However, ROTC is strongly recommended for both boys and girls.

7. ~~All students, except those having to take more than three quarters of Reading Development, are required to take three quarters (15 hours) of composition to fulfill the 60 hours of language arts required for high school graduation.~~

8. Students who enroll as tenth graders in the 1981-82 term must (1) meet attendance requirements (compulsory attendance for students ages 7-16 for 180 days each school year except when legally excused) and (2) earn 21 Carnegie units (315 ~~quarter~~ hours) in grades 9-12. These students represent the graduating class of 1984.

9. Ninth graders, graduating class of 1985, who enroll in the 1981-82 term must (1) meet attendance requirements (compulsory attendance for students ages 7-16 for 180 days each school year except when legally excused), (2) earn 21 Carnegie units (315 ~~quarter~~ hours) and (3) meet basic skills competency requirements demonstrated by passing the Georgia High School Basic Skills Assessment administered first at the tenth grade level. This regulation applies to all subsequent graduation classes.

10. Ninth graders, graduating class of 1986, who enroll in the 1982-83 term must (1) meet attendance requirements (compulsory attendance for students ages 7-16 for 180 days each school year except when legally excused), (2) earn 21 Carnegie units (315 ~~quarter~~ hours), (3) pass the Georgia Basic Skills Assessment and (4) meet requirements set up by the Atlanta Public Schools to certify competency in life skills in the roles of individual, citizen, consumer, and producer. This regulation applies to all subsequent graduation classes.

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF-R	Issued Date: 2/16/83
	Rescind: IHF-R	Issued: 7/13/81

10. Continued

LIFE COPING SKILLS COMPETENCIES

INDIVIDUAL

Each graduate should have the skills and understandings necessary to improve both physical and mental health, to use leisure time in a profitable and fulfilling manner and to establish a personal family role which is mutually beneficial to the individual and to members of the family.

COMPETENCY 1: HEALTH AND SAFETY

1. Demonstrate an understanding of the human body's basic systems and their functions.
2. Identify health enhancing and health deteriorating factors in heredity, environment (pollution, climate, population density, etc.) and life style and measures that can be taken to promote optimum health.
3. Identify appropriate services, both private and public, for preventive and corrective health care.
4. Identify safety hazards, how they can be avoided, and basic first aid procedures for the treatment of specific injuries or sudden illnesses.

COMPETENCY 2: LEISURE TIME ACTIVITIES

1. Demonstrate the understanding of the relationship between appropriate leisure time activities and physical and mental health.
2. Identify types of stress that are harmful and types that are useful and distinguish between productive and non-productive ways of responding to stress.
3. Identify activities which will develop each of the health related physical fitness components (body composition, flexibility, cardiorespiratory functions, and muscular strength and endurance).
4. Demonstrate the ability to perform in two personally satisfying skills: one a lifetime sport or recreational dance activity and the other a fine or applied art.

BEST COPY

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF-R	Issued Date: 2/16/83
	Rescind: IHF-R	Issued: 7/13/81

10. Continued

COMPETENCY 3: FAMILY AND COMMUNITY LIVING

1. Identify the personality traits that can foster one's interpersonal relationships with family members, peers and others.
2. Identify both the male and female reproductive organs and describe the role of each in conception, prenatal nurture and birth of a human being.
3. Identify family planning alternatives (including the decision to have or not have children) and the male and female responsibilities for the short-term and long-term consequences of sexual behavior.
4. Identify those community sources which provide services and information relative to marriage, family planning, parenting, and individual and family counseling.

CITIZEN

Each graduate should have the skills and understandings needed to function as a responsible member of society, using and contributing to society in an appropriate manner and interacting with the environment in a responsible way.

COMPETENCY 4: AMERICAN POLITICAL AND ECONOMIC SYSTEMS

1. Express an understanding of the concepts in our national constitution and its amendments which provide for a democratic society and a guarantee of personal freedom.
2. identify the city, county, state and national offices elected by registered voters in Atlanta and the major functions of each office.
3. Express an understanding of how the system of checks and balances between the executive, legislative, and judicial branches of government operates to maintain freedom, yet at the same time permits these branches to work together to solve our nation's problems.
4. Recognize the concepts of procedural and substantive due process of law.

BEST COPY

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF-R	Issued Date: 2/16/83
	Rescind: IHF-R	Issued: 7/13/81

10. Continued

COMPETENCY 5: CITIZENSHIP RIGHTS AND RESPONSIBILITIES

1. Identify reasons why laws and regulations are necessary and why certain restrictions on personal freedom may be necessary for the good of all.
2. Identify reasons why the proper use of and care of public property is in the interest of the individual and the public as a whole.
3. Demonstrate an awareness of the difference between constructive and destructive patterns of behavior.
4. Identify the opportunities and services provided to students through the Atlanta Public Schools.

COMPETENCY 6: CITIZEN PARTICIPATION

1. Demonstrate an understanding of ecological principles and of the human responsibility for maintaining a life-sustaining environment on our planet.
2. Identify the civic duties that a citizen should perform.
3. Identify examples of how events of the last few years in foreign affairs are related to fundamental or long-run international problems.
4. Recognize the following problem solving process and its application in a number of different kinds of situations: (a) identify the objectives to be attained; (b) outline the steps necessary for reaching the objectives; (c) specify the resources required and how they are to be obtained; (d) obtain the resources and perform the steps; (e) evaluate the final product or outcome.

CONSUMER

Each graduate should have the skills and understandings needed to function as an informed consumer and to use available resources in an efficient and beneficial manner.

BEST COPY

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF-R	Issued Date: 2/16/83
	Rescind: IHF-R	Issued: 7/13/81

10. Continued

COMPETENCY 7: PERSONAL RESOURCE MANAGEMENT

1. Demonstrate an understanding of the principles involved in constructing a budget relevant to an individual's goals, needs and income.
2. Recognize the advantages and the disadvantages of making cash purchases and of alternatives to cash purchases and identify ways to use appropriate resources for sound consumer decisions.
3. Demonstrate skills in preparing and maintaining commonly used financial forms and records.
4. Identify different forms of credit, including cash loans, and the advantages to the consumer of each.

COMPETENCY 8: CONSUMER RIGHTS AND RESPONSIBILITIES

1. Recognize an individual's rights and responsibilities involving transactions between individuals and financial institutions.
2. Demonstrate an understanding of how to complete the short form for federal income tax (1040-A), the state income tax form (500), and the Georgia Employee's Withholding Exemption Certificate.
3. Identify the procedures for establishing, using and protecting credit and recognize the ways that an individual's character, credit capacity, and capital can affect the outcome of a credit application.
4. Identify the consumer services available through various private or government agencies and financial institutions and the procedures to use in obtaining these services.

PRODUCER

Each graduate should have the skills and knowledge necessary to select and pursue a career reflecting personal interests and abilities. Each graduate should also have the skills needed to pursue a new career should situations arise which dictate career changes.

BEST COPY

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF-R	Issued Date: 2/16/83
	Rescind: IHF-R	Issued: 7/13/81

10. Continued

COMPETENCY 9: CAREER DECISION-MAKING

1. Identify sources of information about jobs which are available (e.g., want ads, government agencies, word of mouth, etc.) and describe the advantages and the disadvantages of each source.
2. Identify the benefit (e.g., social security, pension, or other insurance benefits) to which a person is entitled in different situations.
3. Recognize the advantage of an education or training plan which will help him/her achieve his/her occupational or career goals.
4. Match individual job seekers with job possibilities on the basis of interests, abilities and job requirements.

COMPETENCY 10: JOB ACQUISITION AND RETENTION

1. Demonstrate an understanding of the personal data sheet, the letter of application, the application form and the job interview.
2. Demonstrate the ability to work well with others.
3. Show how relationships with fellow workers and employers may affect his/her career success.
4. Identify the general skills, knowledge and attitudes which are essential to success in most occupations.

COMPETENCY 11: CAREER MOBILITY

1. Identify the types of opportunities offered by post-secondary educational institutions.
2. Demonstrate an ability to adjust to varying assignments and to changes relative to methods and work situations.
3. Identify careers which do not require a college education.
4. Recognize the personal and social responsibilities of employers to employees and of employees to employers.

(Approved 7/1/82)

BEST COPY

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF-R	Issued Date: 2/16/83
	Rescind: IHF-R	Issued: 7/13/81

11. Students who elect to graduate earlier than the customary four years are still required to satisfy the Atlanta Public Schools' criteria in effect for the year they officially enrolled in the ninth grade as specified in this document, or, as set out in paragraph 8, students scheduled to graduate in 1984 who elect to graduate early must satisfy the criteria contained in that paragraph.

    Students who need to graduate later than the customary four years due to failures are still required to satisfy only the Atlanta Public Schools' criteria in effect for the year they officially enrolled in the ninth grade as specified in this document, or, as set out in paragraph 8, students scheduled to graduate in 1984 who need to graduate later due to failures must satisfy the criteria contained in that paragraph.

12. All secondary students will receive career and academic advisement from advisors, homeroom teachers, counselors, or other designees at least twice monthly to insure that they follow a program that will enable them to meet graduation requirements and prepare for adult career interests.

    At least one annual session wherein students receive career and academic advisement will be documented with a dated record signed by the student and advisor beginning with students who enrolled as ninth graders during the 1980-81 term. Upon completion of all sessions, the advisement record for grades 9-12 should be filed in the student's personal guidance folder (see Advisement Handbook). A year end report will be made to the Director of Guidance verifying that all students have received career and academic advisement.

13. Progress made by secondary students toward completion of high school graduation requirements and competency in life role skills will be documented and reported to students and parents on a regular basis.

14. Students will take the Georgia High School Basic Skills Assessment Test for the first time in their tenth grade year. The test will be given twice a year in the fall and spring during the 10th, 11th and 12th grades. Therefore, students may take the test a total of six times, if necessary, repeating only the sections of the test not already passed.

15. Special opportunities for remediation will be available for students to correct deficiencies in the skills required for graduation as indicated by selected criterion or standardized test results.

    Remediation will also be provided for students who fail to pass the Georgia High School Basic Skills Assessment beginning with students enrolling as tenth graders in the 1982-83 term.

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF-R	Issued Date: 2/16/83
	Rescind: IHF-R	Issued: 7/13/81

16. Appropriate curriculum and assessment will be provided for students identified as having handicaps which prevent them from meeting the life role skills competency requirements for graduation.

17. Effective for graduating students beginning with the 1985 class, the high school diploma will be the official document certifying completion of attendance, units of credit and competencies required for high school graduation.

18. Effective for graduating students beginning with the 1985 class, the high school Certificate of Performance will be awarded to students who complete a high school program and meet some, but not all, of the requirements. The Certificate of Performance will identify those competency performance standards which the student demonstrated during the secondary school experience.

19. Effective for graduating students beginning with the 1985 class, the student will receive a Record of Demonstrated Competency when leaving high school. (This information will be incorporated into the transcript.)

20. If a student completes graduation requirements prior to the second semester of the senior year, the student has the option of attending school during the subsequent semester of the senior year. The student must attend school a minimum of four hours daily and abide by all school rules.

21. Atlanta high schools will not accept credits from a school which is not accredited by a regional or state accrediting agency except when validated by examination or by scholarship performance. (References: Principles and Standards of Membership Commission on Secondary Schools; Southern Association of Colleges and Schools, page 12.)

22. The principal has the prerogative to substitute but not waive a requirement for graduation when, in his opinion, the requirement clearly is not in a student's best interest, except when there is a violation of State law or board policy. No student, however, may receive a diploma from an Atlanta high school without successfully completing a minimum of 21 Carnegie units (315 ~~quarter~~ hours) earned in the 9th through 12th grades for graduation as outlined in Regulation #1. (Approved - 11/19/81)

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF-R	Issued Date: 2/16/83
	Rescind: IHF-R	Issued: 7/13/81

23. A student transferring into an Atlanta high school during his/her senior year may specify a preference that his former school award the graduation diploma. In such case, with approval from the former school, credits earned in an Atlanta high school may be verified and the diploma issued by the student's former school. The student may be permitted to participate in the Atlanta school graduation even though his diploma will be awarded by his former school. This stipulation is contingent upon the student fulfilling requirements specified in Regulations #8, 9 and 10 as applicable. (Approved - 12/10/81)

(The former residence requirement has been eliminated.)

24. Adjustments will have to be made in the schedules of students to accommodate the conversion from quarter to semester operation. In order to provide for the conversion, the principal shall be authorized to waive partial units of credit during the conversion from quarter hours of credit and Carnegie units to semester hours and units as long as State requirements have been met. This stipulation applies to students who enrolled in the Atlanta Public Schools prior to the 1983-84 school year as specified below:

A. If a student has taken the courses listed below under the quarter system of operation, consider the requirement as having been met. There is no need to repeat these courses because the student would only be 2.5 hours short of the requirement and the State requirement would have been met.

APS Requirements

Citizenship (Political Behavior)	7½
Economics	7½
Personal Finance	7½
Career Planning	7½
Health	7½
Art/Music	7½
Home Economics/Industrial Technology	7½

B. If a student has completed 20 hours of physical education under the quarter system of operation, consider this requirement as having been met. The student would only be 2.5 hours short of the required 22½ hours and the State requirement would have been met.

Descriptor Term: HIGH SCHOOL GRADUATION REQUIREMENTS	Descriptor Code: IHF-R	Issued Date: 2/16/83
	Rescind: IHF-R	Issued: 7/13/81

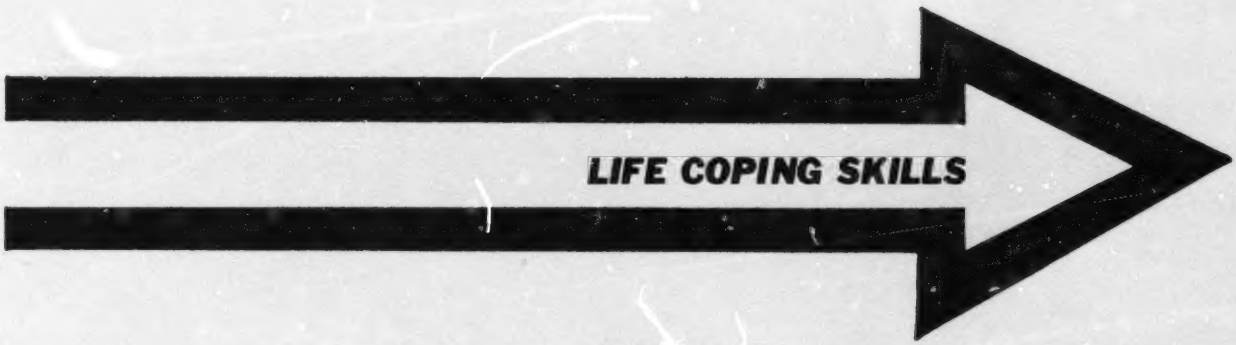
C. If a student needs 15 hours of credit in a particular subject and has already passed 10 hours in that subject, he/she would need to take one semester course in that area since the student would be five hours short of the State requirement. In this situation the student would earn a total of 17½ hours.

Example:

Science: Required -- 15 hours
Biology 503110 - Pass = 5 hours
Biology 503120 - Pass = 5 hours
Biology 503130 - Fail/
Did not take = 0 hours

The student is five hours short so he/she must take one semester of biology. In this instance, the second semester of biology should be taken.

In completing a requirement, the student should be assigned to the most appropriate course.


LIFE COPING SKILLS

ATLANTA PUBLIC SCHOOLS

DIVISION OF INSTRUCTIONAL PLANNING AND DEVELOPMENT

LIFE COPING SKILLS*

Implementation Process:		Management Process:	Responsibility:**
Awareness of competency objectives	Step 1	Copies of the competency objectives	High School Staff
Schedule courses wherein competencies are imbedded	Step 2	Course assignment/ schedule planning	Counselors, Advisors, Parents/Registrars
Validation of instruction through the use of approved course guides	Step 3	Use of course guides	Department Chairpersons
Instruction of students in relation to the competencies	Step 4	Instruction including the competency objectives	Subject area teachers
Certify student competency when a passing grade has been earned in the necessary courses	Step 5	Grade report forms currently being used will be the regular process of reporting student grades in the required courses	Subject area teachers
		Review individual student reports	Counselors, Advisors
		Communicate status to students	Counselors, Advisors

Courses for Competency Certification

See attached sheets.

*Effective beginning with students enrolling as ninth graders during the 1982-83 school term.

**The persons listed above are delegated responsibilities by the principal who is ultimately reponsible for verifying that each task is completed.

NOTE: The attached listing of courses has been revised for semester operation.

LIFE COPING SKILLS

Courses for Competency Certification

INDIVIDUAL: Competency 1

Objective 1.1	503020 or 503120	Biology
Objective 1.2	604010 and 612000	Health Seminar and Physical Fitness
Objective 1.3	604010	Health Seminar
Objective 1.4	604010	Health Seminar

Competency 2

Objective 2.1	604010	Health Seminar
Objective 2.2	612000	Physical Fitness
Objective 2.3	612000	Physical Fitness
Objective 2.4	(a) Group A - Select 1 and (b) Group B - Select 1	

Group A:
Physical Education requirement

612150	Outdoor Education
612160	Individual Sports
612170	Swimming - Level I
612190	Recreational Dance and Games
612220	Tennis, Badminton and Paddle Tennis - Level I

Group B:
1) Art/Music requirement

641010	Man and His Art
642120	Visual Environment
643110	Photography
643230	Ceramics
672070	Class Piano/Organ B
672120	Male Chorus
673110	Advanced Girls Chorus
673210	Advanced Mix Chorus
674250	Music Drama
674210	Ens. Madrigal Singers
673050	Advanced Band
674050	Stage Band
674310	Advanced Orchestra

Group B: (Continued)

2) Home Ec./Industrial Arts requirement

	813040	Sew for Fun and Fit
	813210	Creativity in Needlecraft and Textile
	812020	Development Room Interiors
	813150	Creativity in Foods
	711110	Home Mechanics
	742330	Screen Printing Technology
	742340	Photo-Technology
	873090	Personal Typewriting
Competency 3		
Objective 3.1	604010	Health Seminar
Objective 3.2	604010	Health Seminar
Objective 3.3	604010	Health Seminar
Objective 3.4	604010	Health Seminar
CITIZEN: Competency 4		
Objective 4.1	562030	Political Behavior
Objective 4.2	562030	Political Behavior
Objective 4.3	562030	Political Behavior
Objective 4.4	562030	Political Behavior
Competency 5		
Objective 5.1	562030	Political Behavior
Objective 5.2	562030	Political Behavior
Objective 5.3	562030	Political Behavior
Objective 5.4	562030	Political Behavior
Competency 6		
Objective 6.1	503020 or 503120	Biology
Objective 6.2	562030	Political Behavior
Objective 6.3	562030	Political Behavior
Objective 6.4	562030	Political Behavior
CONSUMER: Competency 7		
Objective 7.1	572040*	Personal Finance
Objective 7.2	572040*	Personal Finance
Objective 7.3	572040*	Personal Finance
Objective 7.4	572040*	Personal Finance

CONSUMER: (Continued)

Competency 8

Objective 8.1	572040*	Personal Finance
Objective 8.2	572040*	Personal Finance
Objective 8.3	572040*	Personal Finance
Objective 8.4	572040*	Personal Finance

*Substitutions for Personal Finance:

433610	Personal Finance	Mathematics
843160	Personal Finance	Business
813120	Personal Finance	Home Economics
934430	Diversified Cooperative Training II	DCT

PRODUCER: Competency 9

Objective 9.1	862070	Career Planning*
Objective 9.2	862070	Career Planning*
Objective 9.3	862070	Career Planning*
Objective 9.4	862070	Career Planning*

Competency 10

Objective 10.1	862070	Career Planning*
Objective 10.2	862070	Career Planning*
Objective 10.3	862070	Career Planning*
Objective 10.4	862070	Career Planning*

Competency 11

Objective 11.1	862070	Career Planning*
Objective 11.2	862070	Career Planning*
Objective 11.3	862070	Career Planning*
Objective 11.4	862070	Career Planning*

*Substitutions for Career Planning:

921010	Introduction to Marketing and Distributive Education II
958010	Coordinated Vocational and Academic Education
903410	Food Service I
903310	Child Development I
934410	Diversified Cooperative Training I
853710	Vocational Office Training I
934450	Youth Challenge Program
	School Without Walls
	Executive High School Internship

ATLANTA PUBLIC SCHOOLS

ATLANTA, GEORGIA
HIGH SCHOOL REPORT CARD

STUDENT'S NAME STUDENT NUMBER

SCHOOL CODE SCHOOL NAME YEAR

GRADE/SECTION SEMESTER DAYS IN SEMESTER

SUBJECT NAME	COURSE SECTION	SEM. GRADE	SEM. HRS. CREDIT	CONDUCT	DAYS ABSENT	DAYS TARDY	TEACHER'S NAME

SUPERINTENDENT'S MESSAGE

Dear Parents:

The Atlanta Public Schools are dedicated to the task of assisting each pupil achieve his maximum growth as measured by our educational goals. This objective can be best accomplished if the home and the school maintain a close relationship in seeking effective ways of meeting the needs of individual children.

This report of your child's progress comes to you each semester. You are invited to exaime it carefully each time it is presented. It is hoped you will request a conference with your child's principal and teacher if a more detailed review of his development is desired. Your help and encouragement will be most valuable both to your child and the school.

Sincerely,

Superintendent of Schools

BEST COPY

SEMESTER CONVERSION

REPORTING CREDITS EARNED

We will maintain the hour system of reporting students' earnings of hours credited toward meeting graduation requirements. These hour earnings will parallel the required units.

1. Maintaining hours of credit will eliminate numerous problems:

   a. There will be no need to convert credits already earned.

   b. Students will not lose any credits if hours are used. Therefore, our system can more accurately convert to the semester system if the hour system of reporting is used.

   c. Our system can more easily accommodate students who are transient: 1) moving back and forth among metro school systems, and 2) moving in from other school districts on the quarter system. The current earnings would not create as much of a problem as previous years' credit.

      On the semester system, a student entering in December would be assigned to the same classes completed under the quarter system for the remainder of the semester. An average of grade reported by former district and grade earned in an Atlanta high school would determine the semester grade.

   d. For transfer students, all courses have to be bubbled in on the Grade Transfer Form. Conversion of quarter credits to units would be the first problem: 1/3 units to 1/2 units especially when a student has taken 1/3 unit of typing, 2/3 unit of ROTC. In such a situation, there is no equitable conversion.

      Students on the semester system who transfer into our schools are easily accommodated. The Grade Transfer Form is completed for each semester of credits earned by the student--two per year. Three forms per year are completed for students who have been on the quarter system.

2. When the system previously operated using units of credit, all records were kept manually. In addition, all other systems were operating on a semester basis.

   Fractional units would involve converting previously earned credits for all students. Washington/Douglass -- 2,000 students. Decimal units would involve the loss of .1 unit for each three 1 quarter courses (1 year of a subject). Therefore, ten one-year subjects would represent a loss of one unit.

CONVERSION TABLE

One (1) Carnegie unit equals fifteen (15) hours.

Unit Credit	Hours
½	7½
1	15
1½	22½
2	30
2½	37½
3	45
3½	52½
4	60
4½	67½
5	75
5½	82½
6	90
6½	97½
7	105
7½	112½
8	120
8½	127½
9	135
9½	142½
10	150
10½	157½
11	165
11½	172½
12	180
12½	187½
13	195
13½	202½
14	210
14½	217½
15	225
15½	232½
16	240
17	247½
18	255
19	262½
20	270
21	277½

PROCEDURES FOR REVISING COURSE OFFERINGS

Curriculum development and revision is a never ending process. Courses composing the curriculum should be continuously evaluated and reviewed and changes should be based upon an analysis of the pupils to be served and the objectives to be accomplished in the course. A determination should be made concerning the appropriate content for enabling those pupils with identified needs, interest, and abilities to attain realistic educational objectives.

The following procedures will be followed in this process:

1. Any group or individual who recognizes a need for a revision or addition of a course should make his request in writing to the Assistant Superintendent for Instruction.

2. The Assistant Superintendent for Instruction will initiate and coordinate the curriculum planning activities which will involve both appropriate groups and individuals.

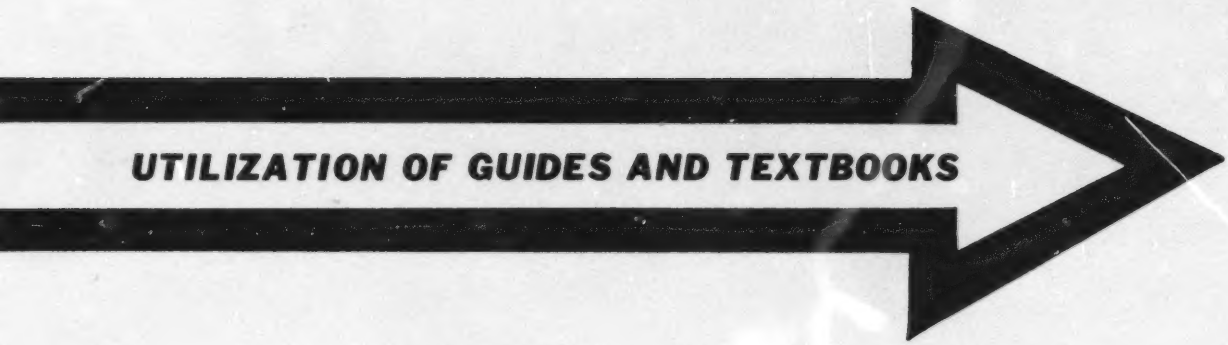
3. An outline of the requested revision or addition will be developed by the planning groups and will include characteristics of pupils for whom the course is designed, accomplishments to be realized during the course, suggested content for achieving those objectives, administrative conditions and/or resources needed to provide the quality learning experience.

4. The written outline for the proposed course will be submitted for suggestions and recommendations to the school principals who might include such an offering in their program. Final approval for a course offering will be made by the Assistant Superintendent for Instruction.

5. A curriculum course guide will be developed and submitted to the Assistant Superintendent for Instruction before the course is included in the catalog. The contents of the curriculum course guide should include at least the following:

    A. Title
    B. Course Description
    C. Course Objectives
    D. Course Content
    E. Instructional Activities
    F. Evaluative Procedures
    G. Resources

6. Courses may be deleted by submitting a request to the Assistant Superintendent for Instruction with a statement of justification for deleting the offering.


UTILIZATION OF GUIDES AND TEXTBOOKS

Descriptor Term: UTILIZATION OF GUIDES AND TEXTBOOKS	Descriptor Code: ICFA-a	Issued Date:
	Rescind:	Issued:

PROPOSED

To improve instruction, and operate a standardized curriculum in the Atlanta Public Schools, all teachers will utilize approved curriculum guides in all courses of instruction. All teachers will use approved textbooks and other materials as vehicles in providing content and information relevant to the concepts imbedded in the curriculum, as approved by the Atlanta Board of Education.

CAREER/ACADEMIC ADVISEMENT

ATLANTA PUBLIC SCHOOLS

DIVISION OF INSTRUCTIONAL PLANNING AND DEVELOPMENT

PROGRAM DEVELOPMENT

Addendum to the Advisement Handbook

A. High School Graduation Requirements

1. Administrative Regulations (IHF–R)

   All secondary students will receive career and academic advisement from advisors, homeroom teachers, counselors, or other designee *at least twice monthly* to insure that they follow a program that will enable them to meet graduation requirements and prepare for adult career interests.

2. See State Board Policy (Page 23 in Administrative Manual for Georgia High Schools.)

1. School year 1981-82 a citywide in-service training session for all counselors was scheduled and held to learn what is required in fulfilling the State requirements concerning guidance sessions for each 9th and 10th grader and how this will be implemented in each school. This session was held during the first week counselors reported back to school.

2. During pre-planning week, the counselors or other experts shall conduct at least one faculty in-service meeting in each high school for the purpose of instructing the local staff of their part in the team effort of advising students concerning their future, how to plan for it and how to use their school years to work toward fulfilling their plans.

3. Before mid-semester of the 9th grade year, each student shall have at least one (advisement-guidance) session with his advisor/homeroom teacher. This session will cover the goal settings as it relates to career goals and vocational choice. A dated record should be kept by the advisor/homeroom teacher, showing the date the session was held. It should be signed by the student and advisor. Upon completion of all sessions, the advisor/homeroom teacher shall file the required form in the student's personal guidance folder. (See Attachment No. 1.)

4. Counselors will schedule group sessions by grade level or in homeroom groups to dispense academic and vocational information. These meetings are particularly needed during and after testing time and test results are received. Ongoing guidance sessions will be held throughout the school year.

5. Counselors schedule individual sessions as needed but at least once per year for each student.

6. A year-end report will be made to the Director of Guidance verifying that all students have had academic and career advisement.

TIMETABLE

1. Pre-planning Days

   -- Mandatory counselor in-service

   -- In-service meeting at each high school

2. 1st Semester

   -- Individual Advisement Sessions (Advisor/Homeroom Teacher)

   -- Counselors begin individual sessions

3. 2nd Semester

   -- Counselors continue individual session and schedule groups as needed.

   -- Counselors schedule group sessions as needed--particularly concerning testing, results, and effects on student plans.

4. Post-Planning -- End of School Year

   -- Evaluation and verification that all 9th grade students have been advised and counseled.

NOTE: A dated record of the advisement session referred to in Item No. 3 should be maintained for each school year--grades 9 through 12--beginning with the Class of 1984.

VERIFICATION OF CAREER/ACADEMIC ADVISEMENT

I, _____ , met with my Counselor/ Homeroom Teacher/Advisor on _____ and received career academic advisement.
Month Day Year

_____
Student

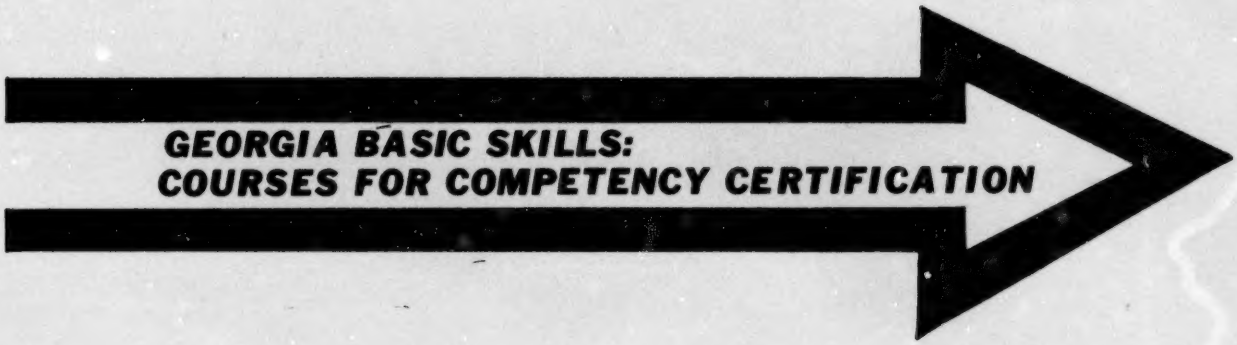
_____
Counselor/Homeroom Teacher/Advisor

VERIFICATION OF CAREER/ACADEMIC ADVISEMENT

I, _____ , met with my Counselor/ Homeroom Teacher/Advisor on _____ and received career academic advisement.
Month Day Year

_____
Student

_____
Counselor/Homeroom Teacher/Advisor


GEORGIA BASIC SKILLS:
COURSES FOR COMPETENCY CERTIFICATION

GEORGIA BASIC SKILLS TESTS

Division of Standards and Assessment
Office of Planning and Evaluation
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel
State Superintendent of Schools
1983

INFORMATION FOR STUDENTS

By now you probably have heard about the Georgia Basic Skills Test (GBST) you must take as a part of the requirements for high school graduation. You also may have some questions about the tests. How will they be given? What is being tested? What happens if you fail? This publication will answer some of these questions and provide you with facts about the tests.

What is the background of the tests?

The Georgia Board of Education has adopted graduation requirements which outline the minimum number of units and types of courses students must have to earn a high school diploma. In addition, the requirements name certain basic skills which students need to demonstrate in order to be eligible for a diploma. Some of these basic skills (called competencies) are LEARNER skills; they are the basic tools of learning which students begin to acquire from the time they enter school. The GBST will test reading and mathematics; the types of skills included in the tests are listed below. The tests will help identify students who have not acquired these important basic skills and will aid teachers in planning instruction to help these students.

Who must take the GBST?

Students who started the ninth grade in the 1981-82 school year and thereafter must obtain passing scores on the GBST to receive a high school diploma. Students will take the GBST in the fall of their 10th grade year.

What is passing?

Students must earn a score of 300 to pass the reading portion of the GBST and a score of 300 to pass the mathematics portion. Scores are reported on a scale ranging from 200 to 400 points. These scale scores are based on the number of test items correct.

What about students who do not pass the GBST?

Students who do not pass the first time will have at least five additional opportunities to take the tests, beginning in the spring of their 10th grade year. In the meantime, they will be given special help on those skills which were identified as their weakest. Students who pass only one portion of the GBST must retake only that portion (either reading or mathematics) which was failed. Students who leave school before passing the GBST may return and take the tests later.

What are the tests like?

The GBST are made up of multiple choice items. The tests are given in the early fall and spring, are given at school during regular school hours, at no cost to students, and take about six hours to complete. The tests are computer scored. An individual report is prepared for each student showing how he or she performed and, if the test is failed, what skills the student needs to work on to improve.

WHAT SKILLS ARE TESTED BY THE GBST?

READING

In reading students should be able to do the following.

Literal Comprehension

DISTINGUISH BETWEEN FACT AND OPINION -- tell which statements in a written passage are facts and which represent someone's opinion. RECOGNIZE EXPLICITLY STATED MAIN IDEAS, DETAILS, SEQUENCES OF EVENTS AND CAUSE AND EFFECT RELATIONSHIP -- answer questions about written materials when the information is directly stated in the material.

INTERPRET DIRECTIONS AND INSTRUCTIONS -- interpret information found in labels, schedules, forms, applications and other types of career and job information.

Inferential Comprehension

RECOGNIZE IMPLICITLY STATED MAIN IDEAS, DETAILS, SEQUENCES OF EVENTS AND CAUSE AND EFFECT RELATIONSHIPS -- answer questions about a topic when the answer is not stated directly in the material.

INTERPRET SEMANTIC RELATIONSHIPS -- determine meanings of words or phrases based on how they are used in a written passage.

INTERPRET FIGURATIVE LANGUAGE -- determine meaning of figurative phrases such as metaphors or similes when they appear in written passages.

RECOGNIZE PROPAGANDA TECHNIQUES -- recognize the persuasive intent of material such as advertisements.

Problem Solving

LOCATE INFORMATION IN REFERENCE SOURCES -- select appropriate information needed from sources such as an index, table of contents or directory.

MAKE GENERALIZATIONS AND DRAW CONCLUSIONS -- determine a possible result based on information given.

MAKE PREDICTIONS AND COMPARISONS -- interpret and understand relations among events or other kinds of information in written material.

RECOGNIZE RELEVANCE OF DATA -- identify information necessary to make a decision about a problem presented.

RECOGNIZE APPROPRIATE REFERENCE SOURCES -- identify the most appropriate reference (e.g., yellow pages, encyclopedia, card catalog) to help solve a problem presented.

MATHEMATICS

In mathematics students should be able to do the following.

Concept Identification

TRANSLATE NUMERICAL FORMS OF RATIONAL NUMBERS -- match words to numerals, change numerals with decimals to percents, change fractions to percents, change fractions to decimals or the reverse of any of these operations.

ORDER FRACTIONS, DECIMALS OR PERCENTS -- given several sets of fractions, decimals or percents, select the set which is arranged in order, from least to greatest or greatest to least.

IDENTIFY CUSTOMARY OR METRIC UNITS TO MEASURE LENGTH, AREA, WEIGHT, TIME AND TEMPERATURE -- select the best type and size of unit for a given measurement situation.

IDENTIFY SETS OF POINTS USING STANDARD NAMES OR CARTESIAN COORDINATES -- name standard geometric shapes or describe the location of points on a graph or map by using a set of letters and/or numbers.

IDENTIFY GEOMETRIC RELATIONS AND PROPERTIES -- recognize relations between sets of points such as parallel and perpendicular lines or similar and congruent figures.

Component Operations

APPLY FORMULAS AND PROPORTIONS -- use the appropriate formula, or set up and solve a proportion to solve a word problem.

COMPUTE WITH WHOLE NUMBERS, FRACTIONS, DECIMALS AND PERCENTS -- add, subtract, multiply and divide using whole numbers, fractions or decimals; or understand and apply certain mathematical properties. For instance, an example of the associative property is $(2 + 3) + 5 = 2 + (3 + 5)$.

DETERMINE AMOUNTS OF MONEY -- count money, make change and solve problems using money, such as sales tax or discounts on a purchase.

APPLY CUSTOMARY OR METRIC UNITS OF MEASUREMENT TO DETERMINING LENGTH, AREA, VOLUME, WEIGHT, TIME AND TEMPERATURE -- find perimeter, area or volume and change from one unit of measurement to another (e.g., feet to inches).

Problem Solving

ESTIMATE RESULTS USING ROUNDED NUMBERS, WITH OR WITHOUT UNITS OF MEASUREMENT -- make a reasonable guess to answer a problem without having to work it out.

SELECT APPROPRIATE OPERATIONS FOR A GIVEN PROBLEM SITUATION -- choose the appropriate steps needed to solve word problems.

SOLVE SIMPLE WORD PROBLEMS -- find the answers to word problems or make a judgment about whether various solutions are appropriate.

ORGANIZE DATA WHICH HAS BEEN ORGANIZED -- answer questions based on data by reading and/or interpreting a given table, chart, graph or diagram; by finding the mean or median of the data or by determining the likelihood of a specific event occurring.

Each of these skills may be represented on the GBST by only a few test items. You may not do equally well on all skills, but it is your total score in reading or in mathematics which will determine whether you will pass that portion of the GBST. Contact your faculty advisor or school counselor to obtain graduation requirements and your program of study.